Susan Raffo and Resmaa Menakem visit Macalester

These speakers met with Corie Hammers’ class ‘Body and Trauma’. Challenging Oppression: Healing Justice through Bodywork
(Pictured L to R: Corie Hammers, Susan Raffo, Resmaa Menakem)

Susan Raffo is a bodyworker (craniosacral therapist, Global Somatics), writer (Querely Classed 1995 South End Press and Restricted Access 1997 Seal Press) and cultural worker who primarily works through the People’s Movement Center in south Minneapolis. She has been organizing through the lens of healing justice since 2009 starting with her work through the US Social Forum in Detroit. Her national work has focused on creating curriculum and trainings towards transforming the medical industrial complex, on building a queer left that centers racial and economic justice, and on building solidarity networks centered around healing justice including, in 2014, Healing Justice for Black Lives Matter. Locally, she has worked collaboratively on workshops like Resource Redistribution (playing with new ways to get to the other side of wealth-based fundraising); Beyond Skin Deep: uprooting white supremacy one cell at a time; Birthing Racial Justice, Acupuncture and Social Justice, and applying body movement practice to collective movement building. She has helped organize healing action responses at occupation sites including the 4th precinct and Standing Rock. Currently, after being directed through a dream, she is organizing a cohort of primarily people of color and Native people going through a craniosacral therapy and trauma training together where all Black and Native people go through the training for free. She is a raised working class Mixed Native but raised white cis-queer woman living in Powderhorn Park with a partner and a kid. She moved to Minneapolis in 1990 after coming to visit her brother who was a student at Macalester. This means the first place she slept in the Cities was, if she remembers correctly, unofficially on the floor of Dupre Hall.

Resmaa Menakem MSW (Master of Social Work), LICSW (Licensed Independent Clinical Social Worker) and his S.E.P. has appeared on both The Oprah Winfrey Show and Dr. Phil as an expert on conflict and violence. He has served as director of counseling services for the Tubman Family Alliance; as behavioral health director for African American Family Services in Minneapolis; and as a Cultural Somatics consultant for the Minneapolis Police Department. As a Community Care Counselor, he managed the wellness and counseling services for civilians on fifty-three US military bases in Afghanistan. Resmaa currently teaches workshops on Cultural Somatics for audiences of African Americans, European Americans, and police officers. He is also a therapist in private practice in Minneapolis. He is also the author of “My Grandmother’s Hands” – about white body supremacy, and the embodied impact of structural, systemic ongoing racism – but their oeuvre is about not only how trauma gets stored in the body, but how we can heal not just individually but collectively.

Fall Events
September 26, Snack and Chat with Corie & Sonita.
October 16, contributed to Watch Party Out North.
October 31, spring pre-registration lunch with students and faculty.
November 2, Dr. Anne Fausto-Sterling.
November 28, Snack and Chat with Sonita & Corie.
December 13, Faculty party with thanks to cross-listing faculty.

Spring Events
February, Angela Yvonne Davis
March 1, co-sponsored Winona LaDuke (Ojibwe) SPEAK series.
March, Dr. Nirmala Erevelles
March 1, co-sponsored Jessica K. Taft ‘00, Associate Professor, Latin America and Latino Studies, University of California at Santa Cruz.
March 21, Faculty/student lunch.
April 27, Susan Raffo and Resmaa Menakem talk with Corie Hammers’ class.
April 30, Capstone presentations and year end celebration.
May 1, WGSS faculty party to thank cross-listing faculty.

2018 WGSS Graduating Majors
Molly Lloyd
Seth Loeffler-Kemp

2018 WGSS Graduating Minors
Myles Joseph Ambrose, Rachel Leah Crane, Emma James Lehman, Vivian Liu, Anna Joy Mickle, Lynn Stephanie Zemaqitis

WGSS faculty consists of Corie Hammers (Chair) and Sonita Sarker. Steering committee members: Lin Aanonsen (Biology), Susanna Drake (Religious Studies), Victoria Malawey (Music; returning Spring 2019), Xin Yang (Asian Studies).
Speakers WGSS Co-Sponsored

WGSS co-sponsored the SPEAK Series featuring Dr. Anne Fausto-Sterling
November 2nd. Dr. Anne Fausto-Sterling is the Nancy Duke Lewis Professor Emerita of Biology and Gender Studies in the Department of Molecular and Cell Biology and Biochemistry at Brown University, and founder and former director of the Science & Technology Studies Program at Brown University. Dr. Sterling has achieved recognition for works that challenge entrenched scientific beliefs while engaging with the general public. Her talk focused on applying dynamic systems theory to the study of gender differentiation in early childhood. Her ambition is to restructure dichotomous conversations inside the academy in public discourse, and ultimately in the framing of social policy in order to enable an understanding of the inseparability of nature/nurture.

She asserts that Dynamic Systems Theory permits us to understand how cultural differences bodily difference.

Angela Yvonne Davis is an American political activist, academic, and author. She emerged as a prominent counterculture activist in the 1960s working with the Black Panther Party and being highly involved in the Civil Rights Movement. Angela Davis, born on January 26, 1944, in Birmingham, Alabama, became a master scholar who studied at the Sorbonne. She joined the U.S. Communist Party and was jailed for charges related to a prison outbreak, though ultimately cleared.

Known for books like *Women, Race & Class*, she has worked as a professor and activist who advocates gender equity, prison reform and alliances across color lines. She grew up in a middle class neighborhood dubbed "Dynamite Hill," due to many of the African-American homes in the area that were bombed by the Ku Klux Klan. Davis is best known as a radical African-American educator and activist for civil rights and other social issues. She knew about racial prejudice from her experiences with discrimination growing up in Alabama. As a teenager, Davis organized interracial study groups, which were broken up by the police. She also knew some of the four African-American girls killed in the Birmingham church bombing of 1963.

Dr. Nirmala Erevelles is professor of social and cultural studies in education. Her teaching and research interests lie in the areas of disability studies, critical race theory, transnational feminism, sociology of education, and postcolonial studies. Specifically, her research focuses on the unruly, messy, unpredictable and taboo body – a habitual outcast in educational (and social) contexts. Erevelles relies on *Historical Materialism* which suggests that economic inequality determines other forms of inequality - an issue which is evident in her Ph.D. dissertation. In her Ph.D., which was entitled "Bodies that do not matter: Social policy, education, and the politics of difference", Erevelles suggested that children with disabilities who are institutionalized in India are actually more privileged than the workers who help them. She commented in her dissertation that "many service providers, particularly the poor, single, lower caste women, spoke of lives of destitution that often seemed to outstrip by far the destitution experienced by many of the disabled children who received services there." [3]
Spotlight on 2018 WGSS Capstones

**Molly Lloyd ’18, Capstone: “Going Rogue: Radical Intentions, Practices, and Challenges of Hierarchy within Supplemental Sex Education Programs.”**

“After graduation I’ll be staying in the Twin Cities and will be working as an assistant teacher at Step by Step Montessori in Wayzata. I am from Hightstown, New Jersey and have three incredibly smart, strong sisters and a wonderful mother!”

**Jacqueline Docka ’18, Capstone: ”Intimate Cataloguing.”**

Jackie Docka is a graduating senior at Augsburg University in Minneapolis, Minnesota. At the end of April, she will graduate summa cum laude and with departmental honors. She is an English and gender, sexuality, and women’s studies double major. Her research interests include queer and feminist theory, literary theory, post-structuralism, critiquing Library of Congress subject headings, and Foucauldian discourse analysis. When she’s not doing coursework, she’s frequently found with her nose in a book, writing or talking about books, or updating her Goodreads account. Jackie hopes to continue her studies at the graduate level in either literature or library science. Her passions include reading, history, accessibility to both, tea, annihilating her friends at board games and trivia, and dogs.

CHECKING IN ON WGSS ALUM

**Chris DiCesare ‘15**

I took Intro to LGBTQ Studies with Corie during my first year at Mac and it completely changed my life. Intro was the first time I realized theory’s power to transform how we relate to the world. Following that class, I added WGSS as a major at Macalester. Every WGSS class I took showed me the power of living a feminist and queer life. They empowered me to think differently about my own life and relationships, and to take a stand. As a senior at Mac, I convinced three of my friends to take Intro to LGBTQ Studies and, to this day, we still talk about its content and relevance in our lives.

Fast forward three years, and I’m a master’s student at Syracuse University in the Communication and Rhetorical Studies department. While this is not a WGSS department, my interests are focused on questions directly tied to WGSS. Additionally, Z, who was a political science professor at Mac introduced me to Syracuse’s rhetorical studies department. I met Z through a cross-listed WGSS class and she suggested Syracuse because the rhetorical studies department has a large emphasis on queer rhetoric and cultural studies. I’m currently in the planning stages of my master’s thesis, which builds upon my WGSS capstone working with queer/feminist archival methods and 1970s social movements. Frankly, I would not be where I am today without WGSS.

As part of my master’s program, I also TA introduction to rhetorical studies classes. While it might seem like teaching public speaking is different from teaching feminist thought, as far as I (and many others) are concerned, it shouldn’t be. I try to model my teaching on the wonderful experiences I had with WGSS faculty. Within academics, I use WGSS every day. Just this week, my assigned work predominantly included readings I had read in WGSS classes. I remember Corie telling me that I would be well prepared for grad school, but I didn’t really believe her. As I should have known, she was correct. I’m also still recommending articles Corie and Sonita introduced me to. More personally, as I move through the world trying to make sense of what is going on, an important – if not the most important – lesson I learned is, to put it nicely, naming something for what it is. For my own self-care, this takes the form of hearing Corie’s voice in my head aptly describing things as “FUCKED UP.” Beyond the coursework itself, WGSS taught me how to critically examine both the world and myself: to understand not just how things are but also how they got that way, who they benefit, and how they could be different. WGSS taught me that it is possible to critique from a place of love and that critical hope is an essential part of life.”
Hannah Trivilino ‘15, Yesterday afternoon I eagerly showed a colleague my syllabus from Women’s Literature and Sociopolitical Change: Feminist Utopias, a course taught by Sonita that I was lucky to take in Spring 2014 with four wonderful peers (special shout out to Ariel, Ash, Emily, and Sam!). As my colleague radiated excitement about the course’s seamless weaving of writings by visionaries such as Octavia Butler, Winona LaDuke, Marge Piercy, and Gayatri Spivak (among dozens of other authors, of course), I was reminded how thankful I am for the opportunity to have been trained in a field that resists the compartmentalization of academic disciplines and requires us to identify and name the relationships between knowledge, discourse, and power. Thanks to my WGSS education, interdisciplinarity is now the primary framework I seek when pursuing new professional, academic, and creative opportunities.

I took Transnational Perspectives on Gender, Race, Sexuality, and Class the first semester of my first year of college. Transnational Perspectives was the first time I experienced an academic class that ‘made sense’ to how I think and feel, and it moved me to continue to take 15+ additional WGSS courses. Now, I spend several hours each day helping teach Introductory Women’s and Gender Studies courses at a small Catholic college in Massachusetts. I had the luck of finding one of the only (if not the only) Higher Education Master’s programs that offers a fellowship in a WGS department, which means that I fund my M.Ed through the incredible pleasure of planning WGS projects and programs and assistant teaching courses with amazing faculty members (lots of love to Betsy, Debra, Jane, Liz, and Simona!). My graduate coursework also provides countless opportunities for me to expand upon my WGSS education.

The professors in my Higher Education program (Susan, Elaine, and Jaleh) have backgrounds in Gender Studies, Postcolonial Feminism, and Peace Studies and center pursuits of epistemic equity in their work. Our value alignment facilitates my persistence in grad school, and their support of my use of WGSS frameworks in my scholarship has helped me find my academic/creative/political identity within the field of Higher Education. Macalester WGSS made me much more prepared for graduate study than I would have otherwise been and has also positioned me to contribute to the jobs I’ve held over the years in unique, critical, and reciprocal ways. I am so thankful for my brilliant professors from Macalester and the Antioch Comparative Women’s and Gender Studies in Europe study abroad program* for everything they have taught me.

Showing the Feminist Utopias syllabus to my co-worker was by no means the first time since graduating that I have revisited this syllabus as well the syllabi/readings from countless other WGSS courses. In the Utopias class, Sonita asked us, “Utopia for whom, by whom?” I think about this question frequently and use the ‘for whom/by whom’ framing when analyzing aspects of society. I turn to the theories, ideas, and values I learned through my WGSS courses every day in my professional work, academic pursuits, relationships, news consumption, social life, TV show binge watching, self-reflection, decision making, and civic engagement. And seven years later, I’m still using the textbooks from Transnational Perspectives when I write papers. If you check back with me seven more years from now, I’m sure I will still be re-reading and referencing those same Transnational Perspectives textbooks :) *this program is now run out of Carleton College, and I highly recommend it to any current/future WGSS students looking to study abroad while taking super fun/intense Feminist and Queer Theory courses. I would be happy to talk to interested students about it, so please feel free to reach out if you’d like to learn more!

---

**Course offerings Fall Semester 2017**

- Introduction to Women’s, Gender, and Sexuality Studies: Transnational Perspectives
- Gender and Sport
- Feminist/Queer Theories and Methodologies
- Narrating Black Women’s Resistance
- Comparative Feminisms: Whiteness and Postcolonialisms (cross-listed with English)
- Gender, Sexualities, and Feminist Visual Culture (cross-listed with Art)
- Get in Formation: Black Protest Music (cross-listed with American Studies, History, and Music)
- Democracies, Feminisms, Capitalisms

**Course offerings Spring Semester 2018**

- Introduction to Women’s, Gender, and Sexuality Studies
- Women, Health, Reproduction (cross-listed with Biology)
- Women, Gender and Sexuality in Ancient Greece and Rome (cross-listed with Classics)
- Gender/Race/Popular US Culture (cross-listed with American Studies)
- Feminist/Queer Theories and Methodologies
- Gender and Sexuality in China (cross listed with Asian Languages and Cultures, and Chinese)
- Performing Feminisms (cross-listed with Theatre and Dance)
- The Psychology of Gender (cross-listed with Psychology)
- Bodies and Trauma
- Muslim Women Writers (cross-listed with English and International Studies)
Women's, Gender, and Sexuality Studies Major and Minor Requirements

MAJOR REQUIREMENTS
The women’s, gender, and sexuality studies major consists of 10 courses (40 credits). These courses must include the following:

1. WGSS 100: Introduction to WGSS
2. WGSS 200: Feminist/Queer Theories and Methodologies
3. WGSS 300: Advanced Feminist/Queer Theories and Methodologies
4. WGSS 400: Senior Seminar — Linking Theory to Practice
5. Six additional WGSS courses, two of which must be 300-level courses.

Points to consider in developing your WGSS major:
• You should plan your WGSS major in consultation with a department faculty member in WGSS and as you do so, consider what you’d like to accomplish with this major.
• Although not required, we recommend you take at least one 300-level elective (see #5 above) from a WGSS department faculty member since these specific courses will build most directly on the knowledge obtained in WGSS 200.
• The major may include up to the equivalent of 4 credit hours from a study-away program.
• The department strongly recommends civic engagement or other community work. Up to 4 credit hours of independent study or internship may count toward the major.

Women's, Gender, and Sexuality Studies Minor

MINOR REQUIREMENTS
The women’s, gender, and sexuality studies minor consists of 5 courses (20 credits). These courses must include the following:

1. WGSS 100: Introduction to WGSS
2. WGSS 200: Feminist/Queer Theories and Methodologies
3. One 300-level WGSS course
4. Two additional WGSS courses at any level

Points to consider in developing your WGSS minor:
• Although not required, we encourage you to consider taking WGSS 400 or complete an independent study or internship in WGSS. Completing one of these options will help you better link WGSS theory to practice and provide a tangible opportunity to link this minor to your major area of study.
• The minor may include up to the equivalent of 4 credit hours from a study-away program.
• The department strongly recommends civic engagement or other community work. Up to 4 credit hours of independent study or internship may count toward the minor.