Internship Q&A with Leah Kravette, class of 2017

Q. How did you decide between the internship and the thesis?
A. I chose the internship based on my post-graduate plans. When I returned to college after leaving in 2011, my ultimate goal was to become a Licensed Clinical Social Worker, which requires two more years of graduate school under internship. There are definitely social workers who focus on research, but since I know that I want to be working clients-focused, direct service work, doing an internship now will help me decide on field placements during my MSW program and also help me figure out where I want my long-term focus to be (or not!), career wise.

Q. When did you start planning for the internship? What project are you hoping to do at your internship site?
A. Because I work in the WGS office, I was lucky enough to see lots of other students go through this process and started to think about it early. I began actually applying to internships in October. So far I’ve just applied to Planned Parenthood, because they have a great internship in the spring that is focused on helping clients navigate the healthcare system. I should hear back from them by mid-October, and then if I don’t get it I’ll still have time to get something else lined up.

Q. Any advice for students?
A. My advice, especially after seeing some friends go through this last year, is to think about whether you want to do an internship or thesis and then really make it a project that serves you and your goals. It’s a big time commitment, at a point in college where it’s easy to get distracted by other things, so if you aren’t excited about your project it’ll feel like a waste of time. It’s totally fine to have no clue about what you want after graduation -- so pick a place to intern or a topic to research that would actually be fun for you! If you do plan on going into some specific program or job, this is a great opportunity to learn some concrete skills that you can bring with you.

Q. How do you think the internship will be helpful to you after you graduate?
A. I’m hoping the Planned Parenthood internship will work out because I would be doing an intensive training about the healthcare marketplace, and then I would be supporting clients at PP with signing up and navigating it. Regardless of the folks I end up working with in my field placements or career, knowing about the various challenges and benefits to the healthcare system and how they affect each person differently will be invaluable to my work. Everyone engages with the healthcare system in some way, and as a social worker with this knowledge, hopefully I’ll be able to help make access easier to understand for clients as well as for myself and my friends and family.

Q. How should students go about choosing a thesis topic?
A. Students should choose a topic that they can stay excited about for a year! We have had students work on a variety of thesis topics, including sex trafficking, film noir, and food justice. Often times, students develop ideas for thesis topics in classes or in service work that they do in the community. It’s important to find a faculty member to work with who is interested in and enthusiastic about your topic. The WGS Director can be a good resource for connecting students with faculty.
Fulfilling your Core Courses with WGS

Entry Year Experience:
EYE 109 "Gender, Representation, and Resistance" Femininity & masculinity mean different things to different people.

Why? Examining the fundamental impact of gender on all human activity—artistic, scientific, religious, economic, political, legal, linguistic, this course wonders about sexuality, deviance, normalcy & the liberating power of pleasure.

Drawing on many disciplines, we will explore ideas of gender roles in many cultures and throughout history, focusing on the following questions: What is gender? How is it represented historically and cross-culturally? How have people redefined its meanings and representations? Gender. Students will learn definitions of gender in diverse cultures and times; the ways gender shapes daily interactions and human relationships; and the ways social institutions distribute power, resources, and status based on such meanings and on their relations with race, ethnicity, age, class, ability, masculinity, and femininity. Representation, students will consider the impact of mass media, education, and political discourse on gender construction. Resistance, students will discover how people have reconsidered, resisted, and transformed traditional gender roles & representations.

Socio-Cultural Analysis:
WGS 101 "Introduction to Women and Gender Studies"—This course considers the economic, political, and social status of women and men and how ideas about femininity/masculinity and feminism are promoted through the media and other vehicles of culture. Books used by this course have included: Reiving Opaloke: Saving the Salves of Adolescent Girls by Mary Pipher, Dude, You’re a Fag by C. J. Pascove and Feminist Frontiers by Richardson, Taylor & Whitmer.

Cultural Interpretations:
WGS 201 "Women, Knowledge and Power" examines the relationship between gender, assumptions about truth, and the ways both affect how we experience the world. Books from past sections of the course have included: The Creation of Feminist Consciousness by Gender. This course wonders about sexuality, deviance, normalcy & the liberating power of pleasure. How have people redefined its meanings and representations? Gender. Students will learn definitions of gender in diverse cultures and times; the ways gender shapes daily interactions and human relationships; and the ways social institutions distribute power, resources, and status based on such meanings and on their relations with race, ethnicity, age, class, ability, masculinity, and femininity. Representation, students will consider the impact of mass media, education, and political discourse on gender construction. Resistance, students will discover how people have reconsidered, resisted, and transformed traditional gender roles & representations.

Many WGS courses also satisfy the "Cluster" requirement. Students are expected to enrol in WST 490 and WST 485 or 486. 2 credits.

Help Revive the GSSO!

Did you know you could use student funds to organize feminist events on campus? For nearly ten years, the Gender Studies Student Organization has been a group for students who are interested in gender and feminist politics. In the past the GSSO has organized panel discussions, workshops and other events that examine contemporary social issues through a gender-conscious lens. Students have also used funds to travel to conferences and events. The GSSO is currently dormant, but you could be the one to revive this important student organization! Call, email or stop by the WGS office to learn more. (wgs@usm.maine.edu | 780-4862 | 94 Bedford St, Portland)
### Faculty Spotlight

**Professor Rosemary Cleary on her course, Trauma Narrative, offered Spring 2017**

**Q. What inspired you to develop this course? What drew you to the material?**

A. I have a long-standing interest in feminist critique of the theory beneath the practice of clinical psychology. Such critique focuses attention on gendered power relations within families, societies, and cultures.

**Q. What does it mean to say that trauma is a term used to describe collective, cultural phenomena?**

A. Traumas are the damage caused by abuses of power. Within most psychological theory, these effects are seen as symptoms of individual psychopathology and treated as medical problems. Feminist psychologists resist this mode of understanding, and insist, as Judith Herman (1992) lucidly argued, that the study of psychological trauma depends on the support of social and political movements. At this particular moment in our history — when the culture of rape and racism is suddenly making headlines -- this course offers students an opportunity to consider how narratives of trauma apply to individual suffering, shared legacies, and the consequence of imagining our age as an age of terror.

**Texts for the course will include:**

Barber, Pat. Regenerative Hermann, Judith, Trauma and Remembrance Morrison, Toni, The Bluest Eye; Spiegelman, Art, Maus I & II; van der Kolk, Bessel. (2015) The Body Keeps the Score

other selected readings will be provided.

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### Women & Gender Studies

**Spring 2017 Course Listings, Continued**

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>WGS 345/ENG 491</td>
<td>Baldwin and Morrison: Double and Triple Consciousness</td>
<td>Professor Eve Raimon</td>
</tr>
<tr>
<td>Portland</td>
<td>T/Th 11:45am – 1:00pm</td>
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<tr>
<td>WGS 345/GEO 302</td>
<td>Gender, Work and Space</td>
<td>Professor Lydia Savage</td>
</tr>
<tr>
<td>Portland</td>
<td>M/W 11:45am – 1:00pm</td>
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<tr>
<td>WGS 355/HTY 365</td>
<td>History of Women in the United States</td>
<td>Professor Eileen Eagan</td>
</tr>
<tr>
<td>Portland</td>
<td>T/Th 1:15pm – 2:30pm</td>
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</tr>
<tr>
<td>WGS 390/ENG 342</td>
<td>Topics in Contemporary Theory: Contemporary Feminist Theories</td>
<td>Professor Eve Raimon</td>
</tr>
<tr>
<td>Portland</td>
<td>M/W 11:45AM – 1:00PM</td>
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This course involves the study of the intersections of gender, race, ethnicity, and class. It focuses on the ways in which these categories have been constructed and represented in contemporary culture, particularly in literature, film, and visual art. Through reading and discussion, students will explore the ways in which gender, race, and class intersect and shape the lives of individuals and communities.

**Prerequisites:** WGS 101 or EYE 109, WGS 201 or permission of the instructor. 3 credits.

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**Faculty Spotlight**

**Professor Jessica Ouellette on her course, Digital Feminisms, offered Spring 2017**

**Q. What inspired you to develop this course? What drew you to the material?**

A. The inspiration for designing this course came out of my interest in the viability of the web as a site for feminist action. In my field (English Rhetoric and Composition), many scholars have questioned whether or not digital technology actually inhibits “productive” feminist conversations (and feminist rhetorical action online) from multiple perspectives. Indeed, as the technologies delivering feminist messages have changed, feminist rhetorical tactics have often developed upon those that preceded them while, at the same time, giving feminist messages new life. One of the major goals of “Digital Feminisms” is to think through and make visible the various ways contemporary feminists use digital technology to adapt and/or remix earlier feminist rhetorical strategies, as well as to question how technological advances influence the opportunities and limitations for feminist organizing, protest, and action.

**Q. What's most exciting to you about the way the digital environment could be used for feminist organizing or action?**

A. What I find most compelling about the digital is the way in which we can see and trace how feminist conversations have evolved, mutated, and/or changed over time as a result of technological advances. It is interesting, for instance, to think about how the links between feminist rhetorical practices in the early twentieth century and feminist rhetorical practices in our present day. For example, in 1917, Alice Paul and other suffragettes famously picketed in front of the White House while holding banners with short, pithy sayings such as, “Mr. President: How long must women wait for Liberty?” Their juxtaposition of this short phrase with the image of the White House (a symbol of liberty and justice) relies on the same rhetorical tactics as memes, a genre contemporary feminists have used to make successful arguments about reproductive rights, Black Lives Matter, and sexism. By making and exploring this type of connection between contemporary rhetorical actions of different times and spaces, we are able to understand feminist rhetorical strategies as linked, complex, and intergenerational.
**Women & Gender Studies**

**Spring 2017 Course Listings**

**WGS 101: Introduction of Women & Gender Studies**
- **Portland**
  - M/W 10:15am - 11:30am
  - Prof. Lorraine Carroll
- **Portland**
  - T/Th 11:00pm - 12:15pm
  - Prof. Sarah Lockridge
- **Portland**
  - TBA
  - Prof. Professor Sarah Lockridge

This course explores from a variety of perspectives the following inter-related themes and topics: the economic, political, and social status of women as a group and in discrete cultural contexts; the politics of representation; and how ideas about femininity/masculinity and feminism are promoted throughout the media and other vehicles of culture; the construction of “consciousness,” both through the media and through feminist tactics; women and collective action in the past, present, and future. Students are expected to practice their writing skills through formal essays. Satisfies core requirement for sociocultural analysis. 3 credits.

**EYE 109 Gender, Representation, and Resistance**
- **Portland**
  - T/Th 1:15pm - 2:30pm
  - Prof. Professor Kate Winingar

Drawing on many disciplines, EYE 1:10 asks, what is gender and how is it represented historically and cross-culturally? Students consider the impact of mass media, education and political discourse on gender construction, and explore the liberating power of pleasure. 3 credits.

**WGS 201: Women, Knowledge & Power**
- **Portland**
  - T/Th 2:45pm - 4:00pm
  - Prof. Professor Susan Feiner

This course examines the ways in which the politics of knowledge production shape culture and gender relations. It explores the ways women and men have historically resisted, subverted, appropriated and reformulated traditional bodies of thought. 3 credits.

**WGS 335/SOC 365: Sociology of the Body**
- **Portland**
  - T 4:10pm - 6:40pm
  - Prof. Professor Wendy Chapkis

Sociology of the Body examines the body as a text marked by, and rendered meaningful through, social categories such as race, gender, class, sexuality, disability, and disease. Course materials include social theory, autobiography, and fiction to explore how hierarchical distinctions are written on the body and, in turn, how such “natural” differences are then used to explain and to justify social inequality. Course readings include such texts as: Unbearable Weight by Susan Bordo, Body Outlines edited by Opalika Edut, Lessons from the Intersexed by Suzanne Kessler, The Bluest Eye by Toni Morrison, and The Immortal Life of Henrietta Lacks by Rebecca Skloot. 3 credits.

**WGS 335/SBS 349: Trauma Narrative **
- **Portland**
  - M 4:10pm - 6:40pm
  - Prof. Professor Rosemary Cleary

This course examines the history and politics of the increasing recognition that trauma is both a core concern and a transforming influence in American and world culture. It explores critical and political approaches to understanding trauma, as well as the ethics of therapeutic, feminist, and other responses to trauma. 3 credits.

**WGS 245/ANT 299/TAH 262: Women, Arts and Global Tourism**
- **Portland**
  - T 4:10pm - 6:40pm
  - Prof. Professor Sarah Lockridge

This course explores the role of women who produce arts and crafts for the global tourist market. All over the world, women are improving their socio-economic status, investing in their families, and contributing to community development through their involvement in tourism. Tourism is perhaps the largest-scale movement of goods, services, and people in human history. We will learn about the historical and contemporary experiences of women from many different cultures such as examples from Latin America, Eastern Europe, Africa, and Asia. Course content includes themes of cultural heritage, culture change, traditional versus tourist art, hosts versus guests, gender inequality, fair trade and community development. 3 credits.

**WGS 345/ENG 387: Women Writers Since 1900: 20th Century Lesbian Fiction**
- **Portland**
  - M/W 10:15am - 11:30am
  - Prof. Professor Lisa Walker

This course will survey twentieth-century British and American fiction in the lesbian literary tradition, exploring how reading and writing have helped to shape lesbian consciousness, community, and culture. Readings will include classic novels, popular texts, and postmodern fiction, as well as critical essays about lesbian literature, identity, and culture. Throughout the course, we will develop and maintain a focus on issues of identity, race, class, and sexuality by discussing topics such as lesbian visibility, feminism, lesbian subcultures, and literary style. 3 credits.

**WGS 345/ENG 379: Earlier Women Writers**
- **Portland**
  - M 4:10pm - 6:40pm
  - Prof. Professor Lorrayne Carroll

This course examines the work of several Early American women writers from the 17th through the early 19th centuries, therefore these authors wrote and, sometimes, published their writing within the complex contexts of colonialism, revolution, and nation building. Students will pursue several critical strands regarding women’s writing, including an inquiry into conditions of female authorship (such as pseudonymy and collective production), the relationship between private composition and publication, claims and counterclamts about gender-specific topics, intersections of sexuality, race formations, economic status, religious influences, and questions of subjectivity and citizenship. The course includes a research project based on special collections and archival materials. 3 credits.

**WGS 345/CMS 310: Women and Cinema**
- **Portland**
  - TBA
  - Prof. Professor Rebecca Lockridge

In this course we will analyze representations of women in cinema from several countries from the 1960s to the present. The thematic focus of this course is the relationships between mothers and daughters in differing geographic locations as they negotiate borders and borderline—some physical, some psychological/emotional. Some of the films discussed will offer resistance to social, political and intellectual marginalizing and silencing in patriarchal cultures, others are embedded in it. We will rely on communication and feminist theory as a means of understanding the films viewed. In addition, cinematic codes used as film language are discussed to enhance appreciation of multiple meanings of cinematic content—visual rhetoric. To this end, we will study intertextuality in visual and verbal constructions as well as intersectionality between women (and men) of differing races, classes, ethnicities, nationalities, genders in social, economic and political groupings. 3 credits.

**WGS 345/PHI 312: Gender in African Literature and Film**
- **Portland**
  - Prof. Professor Kathleen Wininger

Looking at Gender in African cultures challenges the binary heterosexual norm of European science, law, and philosophy in profound ways. In many African cultures there is gender fluidity, women can become men and take a wife. Children born to the wife are the female husband's children. There can be male daughters. Although we will look at issues common in gender studies in America and Europe the very idea of gender will be new in these contexts. We will pick issues involving sustainability, war, children, marriage that range over men and women's lives. Intellectual, cinematic and literary movements have had profound impacts on generations of thinkers in West, East, and Southern African. Important recent controversies in gender and postcolonial philosophy emerge as we explore African theory, fiction, and visual culture. 3 credits.

**WGS 345/ENG 445: Digital Feminisms**
- **Portland**
  - T 4:10pm - 6:40pm
  - Prof. Professor Jessica Ouellette

This course will focus on the relationship between digital rhetoric and feminist practices in order to consider the ways in which structures and uses of digital platforms shape political projects and discourse. We will use various feminist conversations and projects (e.g. ShuWALK, FEMEN, Hgamegante, “Feministing,” #feminismfuture) as case studies to think through the unique possibilities and boundaries of sharing ideas and building coalitions through the use of digital rhetoric. How do feminist rhetorics and practices change in digital environments? How does the rhetorical landscape of the web influence the opportunities and limitations for feminist organizing, protest, and action? How do web users use digital rhetoric to address issues related to identity and embodiment, such as race, gender, class, nationality, and sexuality? And how does digital rhetoric contribute to producing and shaping knowledge about these issues? Asking these and other questions, we will consider how conversations on the web shape and are shaped by global political projects dedicated to addressing gendered inequalities. We will also always consider how feminist projects are implicated in and can resist other intersecting structures of power. 3 credits.