INTERVIEW WITH
COLEEN SPURLOCK
Retired WGSS Administrative Assistant

Matt: Can you give us a brief history of your time at UConn?
Coleen: I started at the UConn School of Social Work where I got a feel for issues I had not paid attention to my whole life, for the most part. After 10 years at UConn, I found the position in Women’s Studies when I had just turned fifty, and it felt a bit like “home”. Once I was hired, I really started to hear more about issues in the world that left me mortified and embarrassed—I had spent my entire life having no idea these things were going on in the world. I felt helpless, so after getting my feet wet in the program I decided it was time for me to speak up, which wasn’t always well received depending on who the recipient was. I joke that for the first three years or so in WGSS I carried a tissue box around under my arm because every event I went to and everything I read made me cry. I was what you might call a ‘baby feminist’, and I knew I wanted to stay in the program because it felt right. I was an administrative assistant for WGSS for twelve years.

M: How have you seen WGSS change in the time you have been involved in the program?
C: Frankly, I’ve always felt like UConn never really supported the program and there were always walls to keep us from getting where we needed to go. I feel like it’s changing now though, because of recent events and some organizational changes in the department. The program name was changed some years ago from the Women’s Studies Program (WS) to the Women’s, Gender, and Sexuality Studies Program (WGSS). At that time it seemed like students were busting the door down to become a WGSS major or minor and take our courses.

M: How would you like to see WGSS change in the future or coming years?
C: I would love to see WGSS become world famous! It would be nice if the University could give WGSS more recognition for the

INTERVIEW WITH
DEBANUJ DASGUPTA
New hire in Geography/WGSS

Matt: What is your background related to WGSS/how did you end up in WGSS here at UConn? (brief history of your academic career?)
Debanuj: My relationship with feminism/LGBT activism started during my childhood. In India, I was raised around very strong willed and independent women. My grandaunt is India’s first woman psychoanalyst, while my grandmother was widowed at an earlier age. My mother is an attorney and has been working on women’s legal issues in the Kolkata High Court. Later in life I started exploring my gender identity & sexuality during my undergraduate education at Presidency College in Kolkata (one of India’s premiere colleges). I began to meet with other gay men and women in Kolkata, and in 1993 founded the first gay men’s support group in Kolkata called “Counsel Club: Gay & Lesbian Support Group for Kolkata.” In 1994, I founded the first HIV prevention program for gay men, men-who-have-sex-with-men (MSM), and transgender women in Kolkata. I started graduate school in the US in 1996 at the University of Akron to pursue a joint Master’s degree in Geography and Urban Planning. I moved to New York City in 2000 and started working in LGBT & HIV/AIDS non-profits that worked with LGBT people of color, poor LGBT people, and immigrants. I was one of the lead organizers for the “Lift the Ban Coalition” which worked to remove the US HIV ban on immigration (for more on this see DasGupta, 2014). I returned to graduate school in 2010 to pursue a PhD in Women’s, Gender, Sexuality Studies at the Ohio State University. My pedagogy is deeply influenced by feminist thinkers such as bell hooks and Gloria Anzaladua. I hope to incite a whole new generation of feminist/queer activists and policy advocates. After all, the field of
Letter from the Editor

Dear Reader,

These past few months, most of us have pulled our loved ones a little closer. Some of us have continued to go about our days as usual, while others now feel the value of each minute and relish in the safety of the moment. In light of the recent challenges to our rights, beliefs, and survival, my wish for this newsletter is for it to serve as a beacon of hope. I hope this issue highlights how enriching the program has been for all of its students, past, present, and future. Truly, I believe the recording of all of our histories and experiences is essential to creating a world in which the darkest moments of our history are never repeated. In this issue you will find poetry, art, and prose about what this program has meant to so many current and former students and how it equipped them for the “Real World”. Ultimately, I wanted this issue to highlight students in WGSS who are bringing their most authentic selves to the table. And it is those authentic selves that will change the world.

I would like to extend my gratitude to Maxine Marcy for her flexibility, creativity, and continued dedication to this publication’s production and success. Her willingness to meet with me last minute (even on break!) and make endless little changes is what made this publication as wonderful as it is. I would also like to extend my most sincere love and thanks to Coleen Spurlock, the guidance of which I could not have lived without during my time at UConn, especially my final semester. Without you, the program would not be what it is today, and it will never be the same without you. I would also like to thank Sherry Zane and Barb Gurr for pestering their classes to send me content and for helping me come up with new ideas for its content!

Finally, I would also like to thank everyone who submitted content and is featured in this publication: Professor Debanuj DasGupta, Kyle Harrington, Castella Copeland, Stephanie Beron, Zareen Thomas, as well as alumni Ashley Modestin, Lisa Maybruch, Shervin Etemad, Melissa Dubecky, Courtney Curtis, Lauren Todd, and Mick Powell.

I do hope you enjoy!

In solidarity and with so, so much love,
Matt Brush

Water protectors stand on the bridge at Standing Rock in solidarity with the Lakota Sioux. Photo by Stephanie Beron.

M: How do you continue to stay motivated about your work when uncertain of its impact or during active suppression of your efforts?
C: Honestly, the students keep you going. I would say in the past it hasn’t been so much undergrads as grads who were physically in the office every teaching day all semester. Because I was there in support of everyone in the program, I would need to talk to them a lot of the time. It was obvious that they loved teaching and were very passionate about their beliefs, but unfortunately I never knew much about the research they were conducting. In the past few years we’ve had some ‘grad-student caliber’ undergrads, and I work a lot closer with them as interns and as student labor staff. That high caliber group of undergrads is an amazing group of young people to work with. All our students, grads and undergrads, become like family members, they really do. You worry about them when they’re sick, you talk to them when they’re upset, and comfort them when they are struggling. They come crying to you, share their happiness and sadness, freak out in your office, just come to talk...you realize that college can be really hard for these kids, and I’m happy to be there for them.

M: What is your fondest memory of/experience in the WGSS program?
C: Oh my, that’s hard to say. I’ve made a lot of close friends with staff and students and keep in touch with many still today. I never cease to get a chill when students share with me how their
Dear Irene,

Sometimes I think I’m in the wrong business. I should be in comedy. At least, that’s what I’d say, judging from the various degrees of hilarity—from hardly-concealed snickers and giggles to abandoned, hysterical laughter—that greet me when I tell anyone that my major is “Women’s Studies”. I don’t mind the incredulous stares, the blank looks, the vague distaste, or the omnipresent query, “But what can you do with that?!” What bothers me is this amusement, this absolute refusal to take me seriously, this complete disrespect (often mixed with hostility) that greets me whenever I declare an interest in Women’s Studies. It’s hard enough to be a member of the most apathetic student body on the Eastern seaboard. It’s worse to not be able to explain the program that brought me here to any male professor without bringing tears of mirth to his eyes—and tears of frustration and humiliation to my own.

If they manage to collect their thoughts and wipe the pity off their faces, the next question from my bemused comrades-in-academia is, “Why study women?!” this is of course a question that eats away at the minds of all students, in a variety of different forms. But nobody asks a biology major, “Why study botany?!” and nobody asks a business major what she can “do with it” after graduation. Area and Cultural Studies (Asian, Afro-American, Judaic, etc.), Urban Studies, Medieval and Renaissance Studies, and a handful of other comparatively new, integrative approaches to education such as Ecology, join Women’s Studies on the (Black) list of WASP androcentric bourgeois academia. Because they challenge the assumptions, the directions, the complacency, and the “holier-than-thou” status of traditional scholarship, topics like Women’s Studies can be viewed as a tremendous threat to seemingly entrenched values, methods, and ideas. Perhaps some of that laughter is simply one form of whistling past the academic graveyard. At any rate, my answer to myself, which has always been more than enough, has always been, “Because I want to.”

Now, however, it is more directed, more molded by what I have seen and learned and felt over thirteen years in the American public school system. I want to study women to fill a void in my education, in my information, and in my life. The contributions of women to history, literature, science, and the broad mosaic of human existence are worthy of time, attention, recognition, and scholarly research. The needs and rights of women in the areas of health care, social services, and the family (to name only a few) often fall outside the realm of traditional academic studies. A Women’s Studies major cannot hope to compensate for thirteen years of partial, inadequate education, nor should such a major be seen as a reflection of the importance and value of traditional fields of academic inquiry. However, it should provide a path (perilous, as any path towards education may be, and as fraught with questions, rewards, and frustration) and a sense of legitimacy for those students who choose no longer to neglect the roles, contributions, and significance of women in the world. Why study women? Because we are here.

Of course, the answer goes beyond academic and even philosophic concerns. Opportunities for women are slowly opening in leadership positions of all kinds. Yet, the only way to adequately prepare the women leaders of the future for the roles they will be creating is through the inclusion of women models and positive images and by the consistent contradiction of the all-pervasive effects of institutionalized sexism in education and society as a whole. It is perhaps not in the best interest of the status quo that women be encouraged to see and document and share their past and present strength, struggles, and accomplishments; however, it is in the best interests of a society that requires for its very survival the efforts, cooperation, and full utilization of all of its members. Why study women? Because our time has come, and we have much to do.

In sisterhood,
Lisa Brush
For we march not only for the female-identified,
But for the oppressed all over the world,
For those whose Justice has never tried,
For the colours that cannot be swirled,
With the ideologies of white supremacy,
With the corporate and big business goals,
With the crippling reign of patriarchy,
With every thought, opinion, and culture they stole.

We march for the Obamas,
Who gave the racially divided world hope.
We march for the Latino and Latinas,
Whose government is tying the noose of their rope.
We march for the indigenous peoples,
Whose significance was lost with violence and fear.
We march for the bald eagle,
Whose freedom call is meant for all to hear.

We live in a world where not all are equal,
Where privilege and social norms win,
Where Trump aims to write, “America: The Prequel,”
So back hundreds of years the clocks will spin,
Where we are forced into eras of regression,
Where progress once gained is forgotten,
Where all different are thrown into submission,
Where the sacred tree of life begins to rotten.

But we will not send women back to the home,
We will not stand for Blacks being enslaved,
We will not allow Muslims to be hunted with a fine-tooth comb,
We will not let indigenous be buried in federal graves.
We will learn from our past mistakes,
We will let our cultures intertwine and create,
A world that can be claimed as unified and great,
Where together we fight and believe that love trumps hate.
Supporting Transgender Students in the Classroom: UConn Huskies Speak Out

For many, the college experience can be stressful, confusing, and overwhelming. For transgender students, many of the daily challenges of on-campus life can be compounded and exacerbated by professors and peers who do not understand or tolerate their gender identity or expression. With this in mind, Professor Sherry Zane began a video project with two undergraduates, Ryan Glista (director, producer, and editor) and Matthew Brush (interviewer and editor), to document the experiences of transgender, non-binary, and gender non-conforming students on the UConn, Storrs campus in 2016. These interviews were edited and compiled into a video that provides unique narratives and perspectives from trans students as UConn as well as strategies for professors to make their classrooms more LGBTQIA+ inclusive. Professor Zane also authored an article in Faculty Focus on the same topic which was the #3 of the ten most viewed articles on the site for the year. We encourage the sharing of both of these links.

The article can be found at this link:
http://www.facultyfocus.com/articles/effective-classroom-management/supporting-transgender-students-classroom/

The video can be viewed at this link:
https://www.youtube.com/watch?v=5FW6ydgmkF8

BEAUTY LIES

This photo is covered in common insults used to degrade brown and Desi people, many of which have been thrown at my friends and I. Some of these slurs are racist and gendered too, or are only insults in context. However, they are overlayed by a message of hope, because we can redefine beauty and find it in what makes each of us unique.

Spoorshi Sampath
Molecular and Cell Biology major, WGSS minor
Class of 2017

GRADUATE STUDENT SPOTLIGHT
ZAREEN THOMAS

I am a PhD candidate in the Department of Anthropology whose research lies at the intersection of youth media, NGOs, and the politics of identity. I have conducted twenty months of ethnographic research primarily in Bolivia and Colombia, to shed light on the ways in which grassroots organizations frame citizenship and human rights through the transnational urban genre of hip-hop, as a means of empowering “marginalized” youth. Inspired by the counter-hegemonic origins of the hip-hop cultural movement in the U.S., young people in these countries use media to mobilize discourses of ethnic, gender, and class differences. Within my research, I analyze how young men and women who engage with NGOs use this genre to produce artistic testimonies of discrimination, violence, and subjugation, as well as of hope, talent, and social change. Through the use of rhythmic poetry, youth master the artistry of storytelling and wordplay to translate their social realities, propel themselves into national dialogues, and reflect upon the politics of difference as well as their common humanity. This has been especially salient as young people navigate the politics of peacebuilding in post-conflict Colombia, and as young people negotiate the politics of decolonization in “post-neoliberal” Bolivia under the country’s first indigenous president, Evo Morales. I hope that through my research, I may offer new theoretical insights into grassroots organizations and the construction of youth identities in contemporary Latin America.
Break Up Letter to The Cyborg Manifesto

Hey – it’s been a while since we talked. I hate that it has to come to this but enough is enough. I’m sorry – but we have to break up.

It’s been 4 long years together, you and I. I met you in Feminisms and the Arts and truly didn’t “get” you. You were so mysterious, strange. How did someone like you belong in a WGSS class? Our professor pushed us to get to know each other and - you know this – I was hesitant. I didn’t think we would get along. But after a few dates, I finally understood you. I just had to read between your lines. That class lead us to a bright future together – 3 more years even. I was so proud that you enrolled in more WGSS classes alongside me.

A year later, Feminisms.
A year after that, Masculinities.
And finally this semester, Senior Seminar.

But after all this time, something about you has stayed the same. You’re still complex, hard to understand. You never say what you mean – I feel like you’re always talking in a code for me to decipher. You’ll never really open up, will you? And honestly – why are you SO obsessed with cyborgs? Like really, you never stop talking about them. I think you love cyborgs more than you love me.

At the end of our 4 years together, I’ve realized its time for me to leave you. I’ve been trying to make this work by taking the time and energy to understand you but I’m giving up. I’m breaking up with you, Cyborg Manifesto, before you ruin me.

P.S. For the record, I would rather be a goddess than a cyborg.

Brianna DeVivo is a graduating Political Science and Women’s, Gender, and Sexuality double major. She has read Donna Haraway’s “A Cyborg Manifesto” 4 times (once each year) during her undergraduate career at UConn and felt the essay deserved a special goodbye.

#JUSTWGSSTHINGS

1. When people say “what are you going to do with a degree in that?” –Kate Berger
2. Leaving class with all the knowledge about what’s wrong with the world but only a small idea of how to “fix” it
3. The satisfaction of shutting down that racist kid from your high school on Facebook -Adam Kocurek, Alumni
4. No longer being able to consume pop culture without a critical eye
5. Holding your tongue at family dinners to avoid “causing a scene”
6. Feeling so grateful to be surrounded by some of the greatest thinkers and most open minds at this school! -Saloni Dave
7. Having to explain the difference between sex and gender to your non-WGSS friends
8. Having the coolest students in class –Prof. Sherry Zane
9. Realizing the gender binary is a lie
10. Trying to explain that feminism really is for everybody
11. When you know that the master’s tools will never dismantle the master’s house -Brianna DeVivo
ALUMNI STORIES
At the beginning of the semester, the editor reached out to alumni to ask them how WGSS shaped their career and influenced their life after graduation or their personal identity and character. Here are a few of their responses:

ASHLEY MONDESTIN
A Personal Essay by Ashley Mondestin
(UConn-Stamford, WGSS Minor, Class of 16)

My journey towards strengthening my feminist voice began in a ‘Psychology of Women’ course that I took the summer of 2011 at Norwalk Community College. It wasn’t until I attended UConn-Stamford, when Dr. Ingrid Semaan, the Director of the Women’s Gender and Sexuality Studies (WGSS) presented the minor in my ‘Intro to Sociology’ class, that I would have the opportunity to dive deeper into a topic that piqued my interest that my true feminist voice would unfold.

I gained a wealth of knowledge while furthering my studies in WGSS. The lessons I learned throughout my courses are invaluable. The final assignment of my undergraduate career, in the course “Class, Power, and Inequality,” taught by Dr. Laura Bunyan, was to write a personal essay that examined how race, social class, sexuality, and gender shaped the person I am. Reflecting on my life in conjunction with the materials I read in class was an enlightening experience. I realized how much being a black woman who identifies as sexually fluid shaped my perception and experiences. I also realized how hard it is for me to not be bitter in a society that degrades, devalues and shames one for being those things.

I was born and raised in Stamford, CT. I attended schools in predominantly white, suburban settings. In middle school I was the only black girl in my honors class. On a fieldtrip to The Metropolitan Museum of Art in New York City I overheard a group of students critiquing the way I spoke; They said I: “talked white;” thought I was white; and thought I was better than everyone. That gave me a complex. I was awfully shy growing up, as well as, painfully sensitive. I always had an innate sense of who I was. Those words made feel ashamed and unsure. I allowed their opinions to dictate how I felt about myself; there are days the pain still lingers. Fortunately, I had writing and music to serve as forms of escape. The education I received as a WGSS minor not only provided me vast amounts of knowledge about society; it also gave me the boldness to declare myself an artist and confidence to pursue my passion. Art connects people around the world. I know the art that I have in my heart can help heal, not only myself, but also someone who may need it. Feminism gives me the audacity to believe I am capable to contribute to the narrative of our country. (I can hear the shards of the “glass-ceiling” shattering as they collide with the ground!) As Feminists’ say, “the personal is political.” With a little effort we can all make some semblance of change. Feminism provides me and us all access to things that seem out of reach. My graduating class, at Stamford High (‘08), was all given buttons that said, “Who I am makes a difference.” We can all make a difference. It wasn’t until my feminist voice was strengthened that I found that statement to be true.

MELISSA DUBECKY
I still have trouble believing I was the commencement speaker at the 2016 WGSS graduation ceremony. It was such an honor and I am so grateful for all of the ways the experience pushed me out of my comfort zone. Because I had never written a speech before, it was a real challenge. But the fact that it was unfamiliar ground made the result all the more rewarding. I knew I couldn’t deliver something that didn’t feel completely honest, which drove me to work hard to create a speech I fully believed in. I came out a more confident writer who is more willing to face the unpracticed and unknown.

The experience also forced me to face one of my bigger fears: public speaking. As a student, I was even shy about raising my hand in college lectures. Naturally, delivering a speech to a full room was incredibly daunting. But, again, the fact that it was so scary for me to read my words out loud made the payoff even greater. I will always appreciate the courage the experience demanded of me and the way it forced me to see a new side of myself. I’m happy to say that even five years after graduating, the UConn WGSS program is still pushing me to grow as a person.

Most importantly, I love that writing the speech gave me a reason to ruminate on my Women’s Studies degree and what it meant to me. To then articulate that to myself and to others was extremely powerful.

It proved how vital my degree was, and the ways it shaped me as a person. WGSS awoke a passion in me for feminism that I know will always drive me, specifically in my writing. It gave me a purpose and perspective that I will carry wherever I go, and I’m forever grateful for the ways the program has encouraged, enlightened, and challenged me.
My name is Lauren Todd and I graduated in 2014 with a Double Major in Women’s, Gender, & Sexuality Studies and Spanish with a minor in Film Studies from UConn. After undergrad, I went to Graduate School at Southern Connecticut State University for Women’s Studies and received my Master’s in 2016. During my two years at SCSU, I worked full-time as the acting-coordinator of their LGBTQIA+ center. Currently, I am adjunct faculty for the Women’s, Gender, & Sexuality Studies Program at UConn and teaching a section of Feminisms and the Arts at UConn Hartford. Next semester, I will be teaching a section of Gender & Sexuality in Everyday Life and Genders & Sexualities at UConn Storrs.

I discovered WGSS my first semester at UConn, after transferring in as a junior from a private religious out-of-state college. I enrolled in the course Gender in Everyday Life (which is now Gender & Sexuality in Everyday Life) and I took it as a gen-ed. The course sounded interesting, but I had no clue what ‘Women’s Studies’ was, which is what the discipline was called at the time. Although my politics have always been anti-racist, anti-sexist, anti-queerantagonistic, anti-transphobic, anti-classist, anti-ableist, and anti-imperialist, I was unable to name it as such until I became immersed in the major. While taking that one WGSS course, I declared my major, before the end of my first semester. The knowledge that I have gained majoring in WGSS is broad, interdisciplinary, and inclusive. It has been theoretical, literary, rooted in the personal is political, writing-intensive, and intersectional.

It goes without saying how my time in the program influenced what I am doing now. Two and a half years after graduating, I began teaching at the university and in the program that started it all for me. I believe in the power of feminist pedagogy and an intersectional feminist education. Teaching and learning about race, class, gender, sexuality, nation, ability, and other identities, while examining how they interlock, and how those experiences manifest, is what I want to do for the rest of my life in various ways.

I met my partner, Mick Powell, who is also a graduate of the WGSS program through WGSS courses, activism, and activities. We have been together for five years now. Not only do I owe the WGSS program my gratitude for the fantastic education, but also for creating space for me to meet the love of my life!

If you are not willing to risk the usual, you will have to settle for the ordinary. — Jim Rohn
The WGSS Program welcomes private support which may be used for undergraduate scholarships, graduate fellowships, and for special activities such as seminars, lectures, and receptions. This support allows the department to reward top scholarly effort and to competitively recruit students and faculty.

A gift to the department may be made in honor of a faculty member or friend. A gift may support an existing scholarship or fund, or it may create a new fund for current needs or an endowment to support programs into the future.

Please visit wgss.uconn.edu/giving/ to make a donation today!
WGSS classes and experiences have literally changed their lives. Just before graduation the year WS became WGSS, two engineering students and a math student separately stopped in my office. Each student said that out of ALL the UConn classes they had taken in 4 years, the WGSS classes were the ones that they learned real, life changing information that they would take with them and apply to the rest of their lives. That made me proud to be a part of WGSS!

M: Any other words of wisdom for WGSS majors or future UConn students?
C: But seriously, follow your passion, hold your head high, speak your mind, and stand up for those in need! Be kind and keep your karma clean, there is strength in numbers. Remember to protect Mother Earth, she is the only one you have, and as I always told my three kids when they were teenagers, don’t drive drunk and practice safe sex!”

Debanuj DasGupta (continued from page 1)

WGSS developed from long herstories of queer/feminist social justice activism!

M: What kind of research have you performed that has contributed to the field of WGSS?
D: As I was stating earlier, my research has been about the intersections of HIV, sexuality, and national security. In my recent publications (DasGupta, 2014; Nagar & DasGupta, 2015; DasGupta and DasGupta, 2017), I argue that sexuality is a site for the biopolitical governance of bodies. Following Michel Foucault, I show how the passage of the HIV ban on immigration and the changes to asylum related procedures are apparatuses of power. My research shows how the scientific invention of HIV related treatments is connected with the emergence of immigration restrictions on people from the global south. Secondly, my research interrogates changes in national security procedures post 9/11, and how transgender asylum seekers from the global south suffer from torture within immigration detention centers. My research intervenes in the fields of transnational sexuality studies and political geography by showing how the policing of gender, sexuality and HIV is an integral part of the national security state.

M: If you could create, design a syllabus for, and teach any class here at UConn what would it be?
D: I love this question! I would love to teach a class in Transgender Studies. The class would address the emergence of transgender studies and activism, look at the conflicts and intersections between transgender studies, feminist studies and queer theory. In fact, I have designed a new course through Geography and it is open to WGSS undergrads this fall. The course is a 3000 level reading style seminar titled, “Race, Place, and Sex.” The course will provide an introduction to the fields of feminist and queer geography. We will read from recent works such as Christina Hanhardt’s Safe Space: Gay Neighborhood History and the Politics of Violence, and Rashad Shabbazz’s “Spatializing Blackness: Architectures of Confinement and Black Masculinities in Chicago.” The course seeks to examine how race, sexuality, and gender identity is a lived experience and is framed through the materiality of space. We will cover topics such as gay gentrification, transgender detention and migration, cities and sexualities.

M: How did/do you continue to stay motivated about your work when uncertain of its impact or during active suppression of your efforts?
D: I love watching Bollywood movies, Romantic Comedies and any Netflix/ television series related to the Roman Empire. I survived in post 9/11 New York City through building and nurturing community with other LGBT activists & scholars. Friendship is a vital mode of being and sustenance for me. I dream, live, and fight with all my friends. I find motivation and hope within our students. Every day, I meet so many bright students on UConn campus and all of you motivate me to show up for my work and political struggles.

M: What changes do you hope to see in Women’s, Gender, and Sexuality Studies (at UConn or more broadly in your time at UConn)?
D: I am so blessed to be a part of this community. I hope our program builds on faculty strengths & develop more courses around critical race studies, intersectionalities, and transnational feminist/queer studies. I am hoping to help develop connections between WGSS, Geography, and the newly developing social justice minor. However, I am new to UConn, so I really would like to hear from all of our students about their needs. We are here for you & to help develop the program that addresses your needs.

The Oceti Sakowin Camp at Standing Rock, photo by Stephanie Beron
Making Waves

in this issue....

Interviews with Coleen Spurlock and Debanuj DasGupta

WGSS Alumni

Student Artwork

Letter from the Editor

WGSS 1982 Archive

Supporting Transgender Students in the Classroom

#justWGSSthings

Alumni Stories

Art, poetry, and so much more!