Message from the Director:

Dr. Sonja S Watson

Welcome to the fourth Vol. of Got Gender? , The official newsletter of the Women’s and Gender Studies program at UT-Arlington. It has been a pleasure to serve as Director for the past three years and to continue the program’s tradition of excellence. With your help, I have been able to accomplish the following: 1) creation of a graduate certificate in Women’s and Gender Studies; 2) increase of undergraduate minors by 40%; 3) development of two WOMS Online courses (Introduction to Women’s and Gender Studies Introduction to Latina/Hispanic Feminism); 4) establishment of a Women’s and Gender Studies honor society Iota, Iota, Iota (Triota); 5) digital archive on Women in Texas History (ongoing project); and 6) digital humanities workshop for high school girls. I am proud of the accomplishments of the Women’s & Gender Studies program and our position in the University and the larger Dallas/Fort Worth community.

This past year was an awesome one. The Women’s & Gender Studies program is working to launch a bilingual (Spanish/English) digital archive about women in North Texas (“Preserving HER-story in Texas: Mapping Women’s History”). The initiative is a collaboration between the Library, the College of Liberal Arts (English, History, Modern Languages, Art & Art History), and the College of Education (Curriculum & Instruction). The digital archive is a part of a larger digital humanities initiative that aims to impact K-12 education. In June, the program hosted a one day digital humanities workshop for girls that provided information on coding, archiving, hashtag activism, and women’s & gender studies. This year’s digital humanities workshop was chaired by recent doctoral graduate, Dr. Stephanie Tavera. In July, the program received a Hidden Talent College Prep grant from the Jack & Jill Foundation (https://jackandjillfoundation.org/awards-grants/) in the amount of $3237 to provide a digital humanities workshop to the TRIO Pre-College Programs at UT Arlington. This grant is a collaboration between the Women’s & Gender Studies program, the TRIO Pre-College Programs and the Arlington Chapter of Jack & Jill of America, Inc. to enhance the education of 60 TRIO students during a year-long series of workshops held through the Saturday Academic Enrichment Classes and Quality of Life Seminars. In addition, during these Saturday Academic Enrichment Classes, there will be a one-day workshop on digital humanities facilitated by the Women’s & Gender Studies Program. The one-day workshop will provide seminars on 1) coding; 2) digital humanities; and 3) women’s & gender studies through archival research.

With regard to our undergraduate minor, our program continues to thrive. We currently have 39 undergraduate minors who engage in a number of courses that center on Women’s & Gender Studies thanks to the expertise of our affiliated faculty. Several of our Women’s & Gender Studies students interned at the Planned Parenthood of Greater Texas, Girls, Inc., And the Women’s & Gender Studies office and received invaluable experience. This past spring, two students received a graduate certificate in Women’s & Gender Studies: Dr. Stephanie Tavera and Alicia Hooper. Congratulations to each of them! We celebrated these recipients along with our graduating minors at our second annual reception for Women’s & Gender Studies in April. In addition, four of our Women’s & Gender Studies minors (Meagan Solomon, Asiah N. Muhammad, Tatiana Rivera, and Taylor Long) were awarded $1,000.00 scholarships, courtesy of the Junior Woman’s Club of Fort Worth Endowment to the Women’s & Gender Studies program. Thanks to the generosity of anonymous donors, we were able to establish a minor emergency fund, a fund to pro-
vide emergency costs to our undergraduate minors to cover expenses for books, gas, childcare, and other essential items. To date, we have helped 9 students through this fund.

I am so excited to announce the establishment of the Delta Upsilon Chapter of Iota, Iota, Iota (Trio-ta), the Women’s & Gender Studies Honor Society at UT Arlington! The purpose of this organization is to encourage and support scholarship and excellence in Women’s and Gender Studies at the University of Texas at Arlington and the Greater Arlington and Dallas/Fort Worth Community. Membership is open to minors and graduate certificate students in Women’s & Gender Studies at the University of Texas at Arlington, having achieved second semester standing with at least 6 hours of Women’s & Gender Studies courses with a GPA of at least 3.0. Membership will be based on invitation only. Our inaugural induction ceremony will be held on October 18 at NOON.

In March, we will host our annual Women’s History Month Lecture Series on March 6, 2018. The planned theme is, “Global Feminism: Transnational Feminist Activism in the World.” Our first keynote speaker will be Dr. Valerie Sperling (Clark University), author of *Sex, Politics and Putin: Political Legitimacy in Russia*. Dr. Sperling’s manuscript won the Association for Slavic, East European, and Eurasian Studies (ASEEES) Davis Center Book Prize for the “outstanding monograph on Russia, Eurasia, or Eastern Europe in anthropology, political science, sociology or geography,” as well as the Association for Women in Slavic Studies (AWSS) Heldt Prize for the “Best book in Slavic/Eastern European/Eurasian Women’s Studies.” Our second keynote speaker is Dr. Sylvanna M. Falcón (University California, Santa Cruz). Her book manuscript, *Power Interrupted: Antiracist and Feminist Activism in the United Nations* (University of Washington Press, 2016), won the National Women’s Studies Association 2016 Gloria E. Anzaldúa Book Prize. We look forward to hosting Dr. Sperling and Falcón in March. At the conclusion of Women’s History Month, we will host our annual Lu-nafest film festival on Saturday, March 24th at 7:00pm.

Our newsletter showcases the talent and research of our faculty at UT Arlington. Please take the time to read about the fascinating research of our advisory board members and affili-
Advisory Board Member:
Dr. Craig Nagoshi: Associate Professor of Psychology and Social Work.

The theme that keeps popping up in my research and theorizing on the nature of gender is intersectionality. For women and gender studies and the social sciences, this is defined initially in terms of someone having multiple social identities, in my case, among other identities, being male, straight, Asian, middle-class, able-bodied, etc. In my case, however, I don’t look stereotypically male, so I sometimes get unasked-for comments about my gender and assumptions that I may be gay. No one bothers me about the other identities I listed, which demonstrates an important point about intersectionality. What matters in intersectionality is whether someone’s social identities are imposed on them by the stereotypes, expectations, and oppressions of the larger society. This can lead to multiple oppressions, where one experiences prejudice and discrimination from belonging to several oppressed social identity classes. This can also lead to empowerment, where the perspectives derived from one social identity foster understandings and strengths to oppose oppression of other social identities. My explicit research focus on the psychology of gender identity came late in my career, but I’ve always been interested in the interactive effects of variables from different causal domains, e.g., genetic vs. social/cultural factors in intelligence and social attainment, personality vs. situational factors in alcohol use, responses, and problems. All of this early research included gender, male vs. female (back then I didn’t even think about “other”), but I never thought about the nature of “gender” that was producing so many differences in effects. In 2005, I began collaborating with my wife Julie (now affiliated with the Southwest Interdisciplinary Research Center at Arizona State University) on her ASU social work Master’s thesis, which ended up involving the interviewing of 11 transgender, 12 gay/lesbian, and 12 straight individuals on their perceptions of gender roles, gender identity, and sexual orientation. In 2006, we launched a questionnaire study to develop and validate a measure of transphobia, prejudice against transgender individuals. Meanwhile, she was earning her graduate certificate in Women and Gender Studies at ASU, and out of curiosity, I was reading a lot of what she was reading in her course, which was an eye-opener for me about just how ignorant I was, as a psychologist, of the social and cultural meanings of gender. What can be seen from this is that, from the beginning, we took a multi-method approach to researching gender, that we looked at gender from the perspectives of both the gender oppressed and oppressors, and that our work has always been informed by feminist theory.

Since coming to UTA four years ago, Julie and I have continued our multi-pronged research and theoretical collaboration on the nature of gender identity. Her Master’s thesis interview study yielded the provocative new idea that gay/lesbian individuals’ conceptions of gender and sexual identity correspond to a queer theory view of such identities as largely being independent social constructions. In contrast, for most transgender individuals, embodiment was an important part of gender identity, and the transition process created a heightened awareness of the intersectionality of gender and sexual identity. These findings led to the development of a trans-identity theory of social identities that incorporates the socially constructed, personally constructed, and embodied aspects of identity and the integration of these aspects through narratives of lived experiences. From all this came Julie’s much cited 2010 article in Affilia on transgender/trans-identity theory, our 2014 book Gender and Sexual Identity: Transcending Feminist and Queer Theories, three journal articles, and a book chapter. A new interview study of female-to-male transgender individuals was conducted with Phoenix, AZ, collaborators Robert Hess III and Aedan Boscia to further explore
how perceptions of gender and sexual identity change during the transition process, and we are currently writing up these findings for publication. We also, with UTA School of Social Work colleagues Vijayan Pillai and Arati Maleku, completed an interview study of intersectional identities in gay/lesbian and transgender individuals. Finally, Julie directed an interview study with social work student Rosalind Evans on UTA gay/lesbian students’ perceptions of the campus climate, the findings of which are under review for the Journal of Gay & Lesbian Social Services. Our original transphobia study was published in the journal Sex Roles in 2008, and the article has been cited over 100 times. The study was not only groundbreaking by validating a new, brief transphobia scale, but also by demonstrating that genderbased prejudices, in this case homophobia and transphobia, were motivated not just by general fears of social non-conformity but also by gender-specific fears deriving from how gender-based social power operates in our society. For example, the defense of male privilege by prejudiced men conflates both deviant sexual and gender identities in other men as threats, i.e., the intersectionality of gender and sexual identities in gay men and trans women is reflected in the similar motivations that prejudiced men have for both homophobia and transphobia. In contrast, motivations for homophobia and transphobia were found to differ for prejudiced women. Two follow-up studies that confirm these findings have been published, and a study conducted at UTA with different gender targets of homophobia and transphobia is under review at Sex Roles. Julie and I, in collaboration with Adrienne Dessel at Michigan State University, have also collected a questionnaire data set to explore the nature of religion based homophobia and transphobia. Finally, I just completed data collection for a questionnaire study of gender roles, problem drug use, and risky sexual behaviors. These latter studies show how a deeper understanding of gender can have real world impacts.

**News from Affiliated Faculty & Friends of Women’s and Gender Studies.**

**Dr. Stacy Alaimo, Professor of English,** contributed to two groundbreaking edited collections this year: Disability Studies and the Environmental Humanities (University of Nebraska Press, 2017), edited by Sarah Jaquette Ray and Jay Sibara, for which Dr. Alaimo wrote the preface. She also has an article entitled, “Your Shell on Acid: Material Immersion, Anthropocene Dissolves,” which appears in Anthropocene Feminism (University of Minnesota Press, 2017), edited by Richard Grusin and John C. Blum. Dr. Alaimo is also excited to report that her former publications continue to gain significance in new contexts. For instance, her article, “Eluding Capture: The Science, Culture, and Pleasure of ‘Queer’ Animals,” which was originally published in Queer Ecologies: Sex, Nature, Politics, Desire (ed. Catriona Sandilands and Bruce Erickson, 2010), has been translated into Greek by John Giannis and Rigas Ioannis and published in a DIY activist with new accompanying illustrations. Dr. Alaimo also reviewed a new volume, entitled Teaching with Feminist Materialism (ed. Peta Hinton and Pat Treusch). The review appears on pages 178-179 in volume 115, issue 1 of the Feminist Review. As Alaimo observes in her review, “[s]ome of the most striking moments in this collection are those that offer specific examples of the practice of feminist materialism as a pedagogy.” (178). Feminist materialism, or material feminism, is a field Dr. Alaimo has pioneered throughout her career, and the
publication of *Teaching with Feminist Materialisms* builds upon Dr. Alaimo’s earlier work by applying her theoretical discourse—among others theorists such as Karen Barad and Donna Haraway—to classroom pedagogy. Dr. Alaimo continues to promote her work beyond academic circles. She appeared in episode 39 of the Culture of Energy Podcast with Cymene Howe and Dominic Boyer, both of whom work with the Center for Energy & Environmental Research in the Human Sciences at Rice University. UTA students, faculty, and staff can listen to the podcast here: http://culturesofenergy.com/ep-39-stacy-alaimo-introducing-felix/. Dr. Alaimo was also interviewed by Katie McKeown about her new book, *Exposed: Environmental Politics and Pleasure in Posthuman Times* (University of Minnesota Press, 2017). Listen to Dr. Alaimo’s interview for the New Books in Environmental Studies’ series, New Books Network: http://newbooksnetwork.com/stacy-alaimo-exposed-environmental-politics-and-pleasures-in-posthuman-times-u-minnesota-press-2016/.

**Dr. Amy Austin, Assistant Professor of Spanish in Practice,** gave two conference presentations. The first, “Combinatory Logic and the Female Voice in Llull’s *Libre del gentil* (1274-76) and *Arbre de filsofia d’amor* (1298),” was presented at the VII Congreso International Iberoamericano de la Filosofía Medieval at the Universidad Autonoma de Barcelona in Barcelona, Spain (Nov. 16, 2016). Her second conference presentation, “Ramon Llull’s Arbors of Knowledge,” was given at the Mid-America Conference on Hispanic Literature hosted by the University of Kansas in Lawrence, KS (Nov. 5, 2016). Dr. Austin was also named College of Liberal Arts (COLA) Outstanding Graduate Advisor for the Fall 2016 semester, and was nominated for two awards, the Provost’s Teaching Award (2017), and Outstanding Academic Advisor Award (2017).

**Dr. Estee Beck, Assistant Professor of English,** presented on a panel for the first annual digital humanities workshop for high school girls hosted by the UTA Women’s & Gender Studies program and the College of Engineering. Her presentation focused on how she incorporates digital media and technology such as 3D printers in the classroom, and how student designs might be used for rhetorical analysis and reflection. (More about the digital humanities workshop, “From Student to Cyborg: A Digital Humanities Workshop for Girls,” can be found on page twelve of this newsletter.) Dr. Beck published, “A Theory of Persuasive Computer Algorithms for Rhetorical Codes Studies,” in *Enculturation: A Journal of Rhetoric Writing and Culture* (2016). The article can be found here: http://enculturation.net/a-theory-of-persuasive-computer-algorithms. Dr. Beck also published two book chapters.

Dr. Tracey Daniels-Lerberg, Former Director of the Writing Center, was awarded funding from the National Endowment for the Humanities to attend a Summer Institute on the topic “On Native Grounds: Studies of Native American Histories and the Land.” Twenty two faculty from diverse humanities disciplines met from June 12 to June 30 to enhance their teaching and research during this three-week residency at the Library of Congress. As a participant during this Summer Institute, Dr. Daniels-Lerberg engaged in seminars with ten distinguished Visiting Scholars in the field of Native American ethnohistory. Dr. Daniels-Lerberg is now an Assistant Professor/Lecturer of Writing and Rhetoric Studies at the University of Utah.


Dr. Desiree Henderson, Associate Professor of English, has a forthcoming book under contract with Routledge Press, How to Read a Diary: Critical Contexts and Interpretive Strategies for 21st Century Readers. She also published a book chapter, entitled “The Friendship Elegy,” in A History of Nineteenth Century Women’s Poetry (Cambridge University Press, 2016), Dr. Henderson was awarded a Faculty Development Leave for the 2017-2018 academic year to focus on her book project and will be on leave in Spring 2018.
Dr. Amy Speier, Assistant Professor of Anthropology, published Fertility Holidays: IVF Tourism and the Reproduction of Whiteness (New York University Press, 2016). She also published several articles during the 2016-2017 academic year. Her most recent essay, “Is Information Power? Comparing Anonymous and Open Egg Donation,” was published in the May 31st issue of Sociological Research Online. She also published “Reverse Migration? North American Couples take Fertility Holidays to the Czech Republic” in the World on the Move series from Anthropology News. Read the full article here: http://www.anthropology-news.org/index.php/2017/02/15/reproductive-travelers/. In a Books Combined Blog Post, Dr. Speier reflects on the literary texts that influenced her growing up, leading her to become a medical anthropologist: https://bookscombined.com/2016/12/21/power-of-books/#more-3477. The Conversation, an online journal known for “academic rigor, journalistic flair,” published Dr. Speier’s essay, “A Look Inside the Czech Republic’s Booming Fertility Holiday Industry.” This fascinating essay based upon research for Dr. Speier’s recent book project can be found at the below link: https://theconversation.com/a-look-inside-the-czech-republics-booming-fertility-holiday-industry-52425

Dr. Sonja S. Watson, Associate Dean of Academic Affairs for CoLA, submitted the book chapter, “‘Reading’ the Caribbean and U.S. in Panamanian reggae en Español, a transcultural / transnational musical art form,” for inclusion in Race and Transnationalism in Latin America. She also submitted the article, “In Full Color: Rachel Dolezal’s Cultural(Mis)appropriation of Blackness,” to Souls: A Critical Journal of Black Politics, Culture, and Society. Dr. Watson received a Supplemental Faculty Research Grant from the Charles T. McDowell Center for Critical Languages and Area Studies to pursue research in Panama on her book manuscript, Straight Outta Panama: Globalization, Transcultural, and Hybrid Identity in reggae en Español. In addition, Dr. Watson along with Lisa Thompson (Senior Director, TRiO Pre-College Programs) received a Hidden Talent College Prep Grant from the Jack and Jill Foundation in the amount of $3,237.00 to incorporate digital humanities into existing college prep workshops sponsored by the TRiO programs. This grant is a partnership between the Women’s & Gender Studies program, the TRiO programs, and the Arlington Chapter of Jack & Jill of America, Inc. (President LaShanda Reed-Larry).
Dr. Tavera received her PhD in English in Spring 2017 and currently serves as a Lecturer for the English Department and an affiliated faculty member for the Women’s and Gender Studies Program. Her Fall 2017 course is a cross-listed English/Women’s and Gender Studies course, entitled, “The Story of Her Life: American Women’s Life Writing.”

“Let me begin by way of ending, as I often find that starting at the conclusion—the goal—helps one trace her steps back toward the beginning. I’d like to open this reflection on my doctoral journey by referencing one of the last sentences I wrote before submitting the final version of my dissertation for review. Since I wrote my dissertation backwards, from the last chapter to introduction, I find this particular approach relevant.

In my introduction, I justified my research on late nineteenth century women’s medical fiction by claiming that these authors I studied—Louisa May Alcott, Annie Nathan Meyer, and Charlotte Perkins Gilman, among others—serve as a “welcome reminder of all that is wrong with contemporary sex education, and a beacon of hope for all we might reform” (Tavera 70-71). I reflected further that reading fin de siècle medical fiction and the debates in reproductive health discourses about women’s bodies and reproductive health matter not because they reveal something about historical conditions—which they do—but because they still speak to readers about political issues and subjects that consistently resurface. In the wake of debates surrounding the recently proposed American Healthcare Act, or “Trump Care,” feminist medical fiction took on new significance: This was no longer about a group of women who strove to redefine the female body and distance it from the concept of disability. It was about how we, as a society define “woman” and “dis/ability,” how those definitions have a legacy, and how they continue to oppress bodies today, one hundred years later.

I formally came to women’s and gender studies late in my education. In fact, until I began studying at UTA, I did not know women’s and gender studies was a distinct field of study. Nevertheless, I have always already been in women’s and gender studies, and not just because I am a woman. Although I received a Master of Arts in Humanities, in my thesis, I focused on how William Faulkner mined Herman Melville’s Benito Cereno in his writing The Sound and the Fury. I specifically centered my discussion on Caddy Compson and Dilsey Gibson as reiterations of Babo, particularly in their strategic decisions to remain silent about earlier events in the text. Their silences speak volumes about racial and gender oppression just as the authors of feminist medical fiction I studied in my dissertation speak in coded ways during a period of imposed silence, or censorship. Even before I entered higher education, I experienced some degree of gender-related censorship: I suffered anorexia as a professional ballerina. My anorexia spoke the truth I felt but could not speak. I conformed to the standard instead of challenging the status quo for young women in the ballet industry, specifically, and in twenty-first century American society, generally. I have since learned to question social and cultural “standards,” first as a first-year writing instructor teaching social issues such as body image and photoshopping, and later, as a graduate certificate candidate in the UTA Women’s and Gender Studies Program. In the end, this program helped me understand how socially constructed systems play a role in identity construction, and especially, self-image. That understanding, in turn, helped cultivate my voice as an advocate, which is itself a new beginning.
Congratulations, Graduates!

The Women’s & Gender Studies program is pleased to announce our graduates with a Women’s & Gender Studies minor and our graduates with a Women’s & Gender Studies Graduate Certificate. The Women’s & Gender Studies minor is available for undergraduate students from any discipline. Students pursuing a minor in Women’s & Gender Studies must complete 18 hours of classes with a women’s or gender studies focus.

The Women’s & Gender Studies Graduate Certificate is available for graduate students in a master’s or doctoral program from any department. The Graduate Certificate generally requires 12 hours of course work with a women’s and gender studies focus. Students should consult with the Graduate Studies Advisor of their Master’s or PhD program before applying to the Graduate Certificate in Women’s & Gender Studies. For more information on the Women’s Studies minor or the Women’s and Gender Studies Graduate Certificate, visit our website, http://www.uta.edu/womensstudies/prospective_students.html.

**Fall 2016 Graduates W/ WOMS Minor**

Drisel Gutierrez (History)
Rebecca Rueda (Spanish Translation And Interpreting)

**Spring 2017 Graduates W/ WOMS Minor**

Brooke Haas (Nursing)
Alex-Ann Melton (University Studies)
Meagan Solomon (English)

**Spring 2017 Graduates W/ Women’s & Gender Studies Certificate**

Alicia Hooper (Social Work And Sociology)
Dr. Stephanie Peebles Tavera (English)

**Junior Woman’s Club Of Fort Worth Endowed Scholarship Recipients**

Asiah N. Muhammad (Journalism Major; WOMS Minor)
Meagan Solomon (English Major; WOMS Minor)
Tatiana Rivera (Political Science Major; WOMS Minor)
Taylor Long (History Major; Disability Studies Minor, WOMS Minor)

**Social Media Coordinator (Spring 2017)**

Meagan Solomon

**Women’s And Gender Studies Intern (Spring 2017)**

Tatiana Rivera
Dear Colleagues,

We are very excited to share with you all what we have been working on throughout the summer for the newly created Women’s Faculty and Staff Network. The excitement and interest shown in the initial meetings proved that there is a need for a network that focuses on developing and supporting women in the workplace, here at UTA. The Executive Team was nominated and voted on during the Spring semester and is a wonderful mix of both Faulty and Staff. The team includes the following:

Stephanie Edgett – Staff Co-Chair; Conference Coordinator II, University Center Operations
Barbara Raudonis – Faculty Co-Chair; Associate Professor in Nursing
Soyla Santos – Staff Co-Chair Elect; Coordinator III, Kinesiology
Martha Walvoord – Faculty Co-Chair Elect; Associate Professor in Music
Kimberly Breuer – Secretary; Assistant Professor in Practice in History
Kathleen Priester – Treasurer; Coordinator III, Mechanical and Aerospace Engineering

The Executive Team has met several times during the summer to create bylaws, determine meeting times, discuss content of general meetings, and ways to ensure that the WFSN is a useful and engaging network for all that attend. We look forward to sharing the bylaws before our first meeting where they will be voted into practice. For the coming fiscal year, we plan to hold six general meetings from September to April that will focus on networking as well as professional and personal development. The overall goals for the WFSN are networking, professional and personal development, share campus policies and procedures, effect policy-making on campus, advocate for harassment complaints, and bring in educational speakers. We hope this Network brings together faculty and staff to promote shared ideas, common goals, and impacts policies on campus.

We encourage all female Faculty and Staff to actively participate in this network. The Network can only grow and thrive by the support and efforts put forth by the members and the shared ideas, networking, and time given. Our hope is that everyone benefits from the Network and those benefits impact our professional and personal development. We have an amazing opportunity to create a community of support and learning, as well as, impacting policies on campus that will continue into the future and help all those that come after us.

As we begin a new school year, we look forward to welcoming all who are interested to participate in the Women’s Faculty Staff Network. We are excited to see where this Network takes us and what we can learn from each other. As we build the WFSN and move forward, we will have open communication and look forward to the new ideas that come out of the meetings.

Sincerely,

Executive Team, Women’s Faculty and Staff Network
The Women’s and Gender Studies Program continued work on the “HERstory Project.” Our two research assistants for the current phase of the HERstory Project were Dan Degges and Blair Kramer, both of whom served during the summer of 2017.

Daniel Degges (pictured above) is the UTA William Prescott Webb Memorial Lecture Series Graduate Assistant. He is also a PhD candidate in Transatlantic History, and his research focuses on cartographic and economic manifestations of US colonialism in the formation of Liberia. As a Research Assistant for the WGS Digital Humanities project, Dan sifted through digital collections of the UTA Libraries’ special collections. This work recovered primary sources in the form of documents and photos which reveal women taking an active role in shaping Texas. Alongside Blair Kramer and Dr. Kim Breuer, Dan organized these findings into concepts that fit within the Texas Essential Knowledge and Skills (TEKS) curricula. As part of the HERstory Project, the primary documents and their contextualization will provide content for the digital collection which our Principle Investigators—Dr. Sonja Watson and Dr. Kenton Ramsby—hope will be used by K-12 teachers to improve their classroom instruction.

Blair Kramer (pictured below) is currently enrolled in the UTA Social Studies graduate teacher preparation program. She is pursuing a Master’s degree in Education with a teaching certificate. As a Research Assistant for the Women’s and Gender Studies Program, one of Blair’s tasks involved creating a spreadsheet that contains resources for K-12 teachers. Once the HERstory project goes “live,” these resources will be used to aid teachers with including women subjects and women’s history in their lesson plans. Blair also created a Needs Assessment Survey with the help of co-investigator Dr. Mary Curtis, which will be disbursed to area K-12 teachers as a means of gauging what resources teachers require for their particular grade. Overall, the goal of collecting resources and surveying instructor needs will allow the HERstory Project to be used as a resource for teachers and students.

Blair Kramer (Pictured above) worked as a research assistant for Women’s and Gender Studies during Summer 2017.
The Women’s and Gender Studies Program held its first annual Digital Humanities Workshop for high school girls on June 10, 2017 from 9am to 5pm. The workshop theme was “From Student to Cyborg: A Digital Humanities Workshop for Girls,” and served to promote digital literacy and women’s and gender studies among a rising generation of young women and girls, specifically rising ninth graders through graduating seniors. This first workshop accepted twenty-two applications, of which thirteen girls attended. The workshop was entirely free for attendees, and was fully funded and sponsored by M.J. Watson & Associates, P.C., The UTA College of Liberal Arts, the UTA College of Engineering, and the UTA Women’s and Gender Studies Program. Dr. Sonja Stephenson Watson and Dr. Stephanie Peebles Tavera co-chaired the event, organizing all activities and coordinating guest speakers, food orders, advertisements, and donations, including attendee giveaways and prizes. The workshop schedule provided five sessions. The first, an Academic Community Interactive Roundtable involved four panelists affiliated with Women’s and Gender Studies: Dr. Estee Beck, Assistant Professor of English; Ramona Holmes, Department Head for Digital Creation at the UTA Libraries; Jeffrey Marchand, Doctoral Candidate in the Department of English and Women’s and Gender Studies Graduate Certificate Candidate; and Eboni Vincentti, an undergraduate minor in Women’s and Gender studies. Each panelist discussed how s/he uses digital humanities as an integral part of her/his academic work. From 3D printers to digitized research, all four panelists gave a broad perspective on how women’s and gender studies not only intersects with STEM and the digital humanities, but also does so across multiple disciplines. The second session involved a hands-on coding workshop led by keynote speaker Darlena Kelley. Ms. Kelley is the CEO of Simidigi, a company that provides simulated or digital workforce training modules. During the workshop, Ms. Kelley taught her attendees basic coding techniques to design and control avatars in a workforce training video game. For more on Ms. Kelley or her company, Simidigi, please visit: http://www.simidigi.com/. During lunch, workshop attendees engaged in a networking session which largely involved a “Get To Know You” Bingo activity. Guest speakers and co-chairs participated alongside the girls. This “ice breaker” activity opened up a space for attendees to confidently ask further questions about the work that the presenters do in academia and the community. The fourth session on #Hashtag Activism was led by Assistant Director of First Year Writing, Miriam Rowntree. Ms. Rowntree is a Doctoral Candidate in the Department of English. She was the recipient of the 2016-2017 O’Neill Graduate Teaching Award, and has been praised for her seamless use of technology (such as Twitter) in the classroom. The fifth and final session for this year’s workshop was led by workshop co-chair Dr. Stephanie Peebles Tavera. Dr. Tavera briefly lectured on digital archiving and led a Digital Archive Treasure Hunt. The treasure hunt activity required the attendees to answer a series of interrelated questions using a handful of digital archives such as the Library of Congress’ Women of Protest: Photographs from the Records of the National Women’s Party, Harvard Library’s Emily Dickinson Archive, and Dr. Desiree Henderson’s The Diary Index, among others.

Overall, the workshop evaluation forms reveal our first annual digital humanities workshop was a great success. Each session was well-received, and the students enjoyed our hands-on approach to understanding the intersection of women’s and gender studies and digital humanities!
Keynote speaker:
Darlena Kelley, CEO of Simidigi.

Ms. Miriam Rowntree,
#Activism Speaker.

Academic Community Panelists (from Left to Right): Dr. Estee Beck, Ramona Holmes, Jeffrey Marchand, and Eboni Vincentti.

Group photo of co-chairs:
Dr. Sonja S. Watson (far left) and Dr. Stephanie Peebles Tavera (far right, back row) and 13 workshop attendees.
WGS and TRiO Programs Receive Project Funding from Jack and Jill of America, Inc. Foundation Grant

The TRiO Pre-College Programs (Lisa Thompson, Director) and the Women’s and Gender Studies Program (Sonja Watson, Director) at the University of Texas at Arlington have received a Hidden Talent College Prep Grant from the Jack and Jill Foundation in the amount of $3,237.00. The grant is a partnership between these two programs and the Arlington Chapter of Jack and Jill of America, Inc. (LaShanda Reed-Larry, President). The independent College Prep Hidden Talent and the Independent College Preparation/Readiness Program is open to any 501(c)3 who creates or builds and prepares a pipeline of talent for overall college readiness for high school students. Funding was requested to enhance the education of 60 TRiO students during a year long series of workshops held through the Saturday Academic Enrichment Classes. There will be a one day workshop on digital humanities facilitated by the Women’s & Gender Studies Program. The one-day digital humanities workshop (9am-3pm) will provide seminars on the following: (1) coding, (2) introduction to digital humanities, and (3) introduction to women’s & gender studies through archive research. The aim is to expose students to cutting edge technology and a new field of the humanities (digital humanities) that they will encounter when they enter college. The purpose of the workshop is to show the integration of the humanities and technology and to prepare students for college. For more information on the grant, please visit the Jack and Jill Foundation’s Awards and Grants website: https://jackandjillfoundation.org/awards-grants/.

Going Greek: TRIOTA Established at UTA

Triota (Iota Iota Iota) is a national academic and service-based Women’s and Gender Studies honor society. The Greek letter, Iota, was selected to represent the three goddesses: Inanna, Ishtar, and Isis. Triota serves to maintain feminist values central to women’s studies:

- Egalitarianism
- Inclusiveness
- Celebration of the diversity of women’s experiences

Triota also promotes and supports academic excellence and facilitates activism among Women’s and Gender Studies students.

The Women’s and Gender Studies at the University of Texas at Arlington will induct the first members of the honor society in October. Contact Dr. Sonja S. Watson, Director of the Women’s and Gender Studies Program at swatson1@uta.edu for more information on how you can join the UTA chapter of Triota.
Womens and Gender studies program
Make your donation today!

Name: _____________________________________________
Email: _____________________________________________
_________________________________________________
Address: ___________________________________________
City: _______________________________________________
State: __________________________ Zip: _______________

Gifts /Pledge Amount (pledges can be paid over a 12 month period): $1,500
$750
$500
$250
$100
$50
$25

Payment schedule (select one of the following):
Single payment
Monthly
Quarterly
Customized installments

Method of payment (make checks payable to UT Arlington):
Visa MasterCard American Express Discover

Card#______________________________________________
Expiration Date____________________________________

Signature _________________________________________
Please charge card listed above for all payments toward this pledge.

Dr. Sonja S. Watson, Director
swatson1@uta.edu
Ms. Trudi Beckman, Administrative Assistant
tbeckman@uta.edu

2017-2018 WGS Advisory Board
Craig Nagoshi (PSYC)
Courtney Cronley (SOCW)
Donna Akens (GoLA)
Wendell (Alex) Hunnicutt (HIST)
Mary Curtis (EDUC)
Jennifer Miller (ENGL)
Rashaan DeShay (CRCJ) Heather Jacobson (SOCI)
Estee Beck (ENGL)

Fall 2017 Intern
Eboni Vincentti

2017-2018 Social Media Coordinator
Asiah Muhammad

Women's and Gender Studies
223 University Hall
Box 19579 Arlington, TX 76019
817-272-3131 /817-272-3117 (fax)
WomensStudies@uta.edu

@ UTAWGS

Page 15