From the Director

We have had an exciting fall semester! Check out recaps and pictures of our events on pages 7-9. Now we are preparing for an exciting spring semester. Mark your calendars for April 13-15, 2015! Those are the dates for our annual Women’s and Gender Studies Conference, which will be held on the King’s College Campus. The theme is “Women and Work.” Our keynote speaker will be Dr. Shelley Burtt, Executive Director of the Camphill Foundation.

Wondering what you can do with a minor in WGS? Find out how a successful Wilkes WGS alumni, Sean LaFleur ‘11, is using the knowledge he learned in his WGS classes to make the world a better place! See page 2 for his story.

Students had a unique opportunity to learn about WGS faculty scholarship by attending a talk by Dr. Elmes-Cranhall at the Susan B. Anthony House in Rochester, New York. Learn more on page 4.

One in five women will experience rape or attempted rape in college. Find out how Wilkes is being proactive in the fight against the epidemic of sexual assault by going to page 5.

As you register for classes, consider adding a WGS course. Curious about how women in the US have profoundly influenced the world in which we live? Then you will enjoy taking Dr. Wenger’s American Women’s History class (see page 7). For a list of Spring 2015 WGS-eligible courses see page 10.

I will be on sabbatical during the spring semester and am looking forward to being able to spend extended periods of time on my research. In my absence, Dr. Helen Davis will help coordinate the annual WGS annual conference. She will also be available to answer questions regarding WGS and to sign add minor slips.

Wishing you a successful end to the semester and a happy holiday season!

Dr. Jennifer Thomas
By Gift Magomero

I recently had the privilege of interviewing WGS alumni Sean LaFleur ’11, to learn about his life after graduation. In addition to minoring in WGS, Sean also earned bachelor’s degrees in Psychology, Criminology, and Spanish. During his time at Wilkes, Sean was an active member of WGS and he devoted much time and energy to advocating WGS issues, including addressing issues of violence against women. I was curious about whether Sean’s career has been advanced and shaped by his involvement with WGS.

To begin our interview, I asked Sean what motivated him to pursue the WGS minor. He said several factors influenced him. First, he undertook several internships and volunteer opportunities that related to women’s studies and this heightened his awareness and interest in WGS issues. Specifically, he was a volunteer for AmeriCorps and the Victims Resource Center in Wilkes-Barre. He also volunteered at the Domestic Violence Service Center in Wilkes-Barre where he helped women develop their resumes. Second, the WGS minor was a natural fit with his psychology and criminology majors, as many of these courses are WGS-eligible. Thus, in addition to being interested in the subject matter it was also easy for him to complete the requirements for the minor.

“Some of the most useful career oriented experiences I had in college stemmed from the WGS program”

I also wanted to honor Sean with the “alumni spotlight” to highlight that WGS is a field of study for ALL people – not just women. It is a common misconception that WGS is only for women or about women’s issues. When I asked Sean about this, he agreed that both men and women should pursue the minor and would benefit from the knowledge gained in WGS courses. For example, he said that WGS is a discipline for people who are interested in social justice. Feminism is not just about women fighting patriarchy. “It is about equality. In recognizing that the world is unequal, it shows that there is a need for social justice. That is what WGS is all about.”

There is no limit to who can be a feminist. Sean, for example, described himself as “a conservative Christian feminist.” Surprised? The ideals of conservatives and some Christians seem at odds with the fundamentals of feminism, which is seeking to end sexist oppression. However, Sean explains how feminism is about giving back “what men in predominant cultures and peoples have stripped away from the women, children, and the less fortunate throughout history.” Sean views Jesus Christ as a feminist because he preferred being with people at the bottom of the totem pole, such as children, women, and beggars. Jesus was a “man in the first century tearing down the barriers of sex, race, and social stigma.”* Every human being is equal; no one group should be higher or “better” than the other. In sum, anyone – man, women, Christian, Muslim, atheist – committed to ending the oppression of others based on their gender is a feminist.

The idea that feminism and women’s studies is only for a select few is further perpetuated by our culture which promotes the mentality that women’s issues are not important. Women are viewed as a “special interest group,” even though they compose half of the world’s population. For instance, Sean related the example of history books many of which detail past wars, military leaders, and the lives of politicians. These texts highlight activities that are male-centered. What was the other half of the population doing? History books fail to account for women’s history. What were the issues women faced while at home? WGS is a discipline that seeks to give a more complete account of human experiences.

Most importantly, WGS exists to teach women and men to look at social justice issues from a different perspective.

Have questions for Sean? Contact him at lafleur.sean@gmail.com

“‘If you find yourself thinking your campus or workplace is lacking something, it’s your job to correct it.’”

Next I asked Sean about his career and whether the WGS minor significantly influenced his career path. He said the knowledge base his WGS courses provided him has been invaluable! After Wilkes, he attended Cleveland State University where he graduated with a Master’s degree in Clinical Psychology. He now works at an inpatient facility for chemical dependency, on the women’s dual diagnosis unit. His clients have drug and alcohol addictions as well as mental illnesses. Many of them have also had turbulent pasts. For instance, some were victims of abuse who turned to substances to deal with their trauma. Others are dealing with cultural issues. WGS courses have helped him better understand and be more empathetic toward his clients. Considering his career involves improving the lives of women, the WGS program was a tremendous help in all stages of his career development.

Pursuing a WGS minor not only positively affected Sean as an individual, it has also benefited his career. What advice does Sean have for people considering the WGS minor? He said: Go for it because it will be worth your while! His WGS courses shaped his beliefs and helped him find a rewarding career. No matter what career you ultimately pursue, Sean sees value in adding the minor. It will help you gain new perspectives and a better...
What is the purpose of the conference?
- Opportunity to share research, discuss ideas, and engage in artistic expression about gender and sexuality
- Forum to celebrate women and their achievements
- Chance to raise awareness for areas of inequity that continue to exist between women and men

Who can attend?
- All students, alumni, faculty, staff, and members of the community
- WGS minors and those in WGS courses are especially encouraged to attend

What types of presentations are accepted?
- Research talks, papers written for class, panel discussions
- Performance art (e.g., poetry slam, dramatic performance)
- Non-profit organizations focused on helping marginalized and underreported groups
- Groups who support and raise awareness for human rights issues
- Service learning, community service, and travel abroad opportunities

Does my session have to relate to the theme?
- No, but must be tied to a gender-related issue

When will it be held?
- Keynote address: Monday, April 13th, 2015
- Individual sessions: Tuesday, April 14th & Wednesday, April 15th
- A schedule of events will be available in early March

Where will it take place?
- King’s College, Wilkes-Barre, PA

For more information or to submit a proposal please contact:
Dr. Jennifer Thomas, at jennifer.thomas@wilkes.edu, or Dr. Robin Field, King’s College at robinfield@kings.edu.

Dr. Shelley Burtt, Executive Director of the Camphill Foundation, to Give WGS Conference Address

It is with great excitement that we announce Dr. Shelley Burtt, Executive Director of the Camphill Foundation and former associate professor of political science at Yale University, will provide the keynote address at this year’s conference. The talk will be held on the evening of Monday, April 13th, 2015 at King’s college. According to Dr. Burtt, her talk will “tie my personal, professional, and academic interest in developmental disabilities into a broad theme around Women’s and Gender Studies.”

We are socialized to view care giving as a feminine task. Although over 70% of mothers in the US work, we continue to assign mothers the role of primary caregiver to their children. And as our population ages, women are more likely than men to find themselves caring for elderly parents or family members. Dr. Burtt’s timely talk will focus on care giving as a gendered practice. She will suggest possible paths to transcending the gendered division in care giving by drawing on the life-sharing approach utilized in Camphill communities.

Camphill is a nonprofit organization that seeks to build inclusive communities for special needs individuals. They believe every individual deserves to be valued for the unique person he or she is, regardless of ability level or other social factors such as gender, race, and age. Drawing on the life-sharing approach, communities are created such that individuals have meaningful work, a place to live, and friends to share with. Camphill strives to develop an environment where one can reach his or her full potential.

To learn more about the Camphill foundation, check out their website at www.camphillfoundation.org.
Dr. Jane Elmes-Crahall Gives Invited Talk at Historic Susan B. Anthony House

Students Have Rare Opportunity to Participate in WGS Faculty Scholarship

By: Danica DeMesa

A rare opportunity presented itself on September 29, 2014 when Dr. Jane Elmes-Crahall, an esteemed professor of Communications Studies and WS/GS here at Wilkes was invited to give a lecture based on her research at the Susan B. Anthony House in Rochester, New York.

Her lecture was entitled “Creating a Civil Space: Revolutionary Suffragists Take to the Platform at Chautauqua.” It was on a series of 15 speeches on women’s suffrage given at the Chautauqua Amphitheatre in Chautauqua, New York, and the importance of that specific performing space. Dr. Mia Briceño, assistant professor of Communication Studies and WS/GS and five Wilkes students, myself included, had the honor of attending Dr. Elmes-Crahall’s lecture and exploring the extraordinary national historical landmark that is Susan B. Anthony’s House.

Did you know that there is a museum dedicated to women’s history? It’s four hours north of Wilkes, in Rochester, New York. But the trip was worth it to hear Dr. Elmes-Crahall speak and learn about this amazing side of women’s history. Autumn leaves were scattered over the museum grounds, and the building itself was a modest yet spectacular work of 19th century architecture. Inside, rooms have been preserved with artifacts used by Anthony herself, such as her famous alligator skin purse, full of her speeches and works. We stood in the main foyer, the same room where Anthony was arrested for illegally voting in 1872. It’s sobering to learn that women were imprisoned for such a simple act. The fireplace was engraved with sunflowers, one of the symbols of women’s suffrage. The third floor, the last to be added to the house, was where Anthony most likely wrote the speeches she performed at the Chautauqua Amphitheatre.

Dr. Elmes-Crahall’s lecture, which she delivered twice that day before a sold out audience, was focused on the speeches given at the Chautauqua Amphitheatre by three leaders in the woman’s suffrage movement. The Chautauqua Amphitheatre, which is located less than an hour west of Rochester, was an incredibly important performing space, famous for its influence and encouragement of public opinion. It was the 19th century’s version of social media. After speakers performed lectures, question-and-answer sessions followed. Then those who attended would have discussions on their front porches! This “front porch rhetoric” would bring lecture topics, such as the controversial issue of women’s right to vote, to the attention of journalists who would write in the local and national newspapers. These topics would then be the foci of the Chautauqua Circuit discussion groups, a group of women who traveled throughout the country to hold discussions about women’s rights. The Chautauqua Amphitheatre became esteemed, providing speakers, including the suffragists, with “better informed, more critical, and yet civil audiences.”

Not only were the topics of the lectures given at Chautauqua incredibly important, they also drew influential speakers. Nine U.S. presidents have spoken there. For example, between 1891-1900, audiences had the privilege of hearing Susan B. Anthony, Reverend Anna Howard Shaw, and Carrie Chapman Catt speak on 15 occasions. Susan B. Anthony was the long-time President of the National American Woman’s Suffrage Association, Rev. Anna Howard Shaw was the Vice-President and Carrie Chapman Catt replaced Susan B. Anthony as President. When Anthony, Shaw, and Catt spoke, the two thousand seats were filled. People came from all over to hear them speak. Dr. Elmes-Crahall performed excerpts of the speeches to emulate the kind of performances these powerful women gave. Anthony was a very organized speaker, steadfast despite having some of the audience yell or throw objects at her. Most of us get nervous about public speaking – imagine speaking about such a controversial topic and even getting arrested for it! Anthony definitely stood out as a symbol of courage. Shaw was a loud and dynamic speaker who captured everyone’s attention. Her voice reached the farthest parts of the Amphitheatre. Remember, these speeches were being given at a time before microphones.

Catt was quiet and monotone, having the tendency of reading a pre-written speech word for word. We were lucky to get a taste for what these speeches may have sounded like as Dr. Elmes-Crahall performed as these three women.

Considering the importance of location and the power of performance, Dr. Elmes-Crahall directed the audiences’ attention to the messages Anthony, Shaw, and Catt were working to communicate. Anthony’s focus was on the importance of political equality for women. Dr. Elmes-Crahall states Anthony’s idea that, “The freedom to express opinions through the ballot box was the equivalent of citizenship (public status) and respect (private status)”. With both citizenship and respect, it should be expected and natural that women have the right to vote. Shaw spoke in a debate on

Continued on page 6
By: Danica DeMesa

It’s no myth that sexual violence is an epidemic. 1 in 5 women and 1 in 71 men have been raped at least once (National Center for Injury Prevention and Control, 2010). 80% of sexual assaults are committed by acquaintances or people close to the victim (Bureau of Justice Statistics, 2001). Over a 4 year period (the typical length of a college career), 20-25% of college women will be survivors of rape or attempted rape (Fisher, Cullen, & Turner, 2000). WGS is concerned about how this issue is being handled at Wilkes University, so I interviewed Dean Philip Ruthkosky to learn more.

Consequences of sexual misconduct at Wilkes “will vary according to the severity of the action and can include, among other forms of sanction:

- disciplinary dismissal from the University
- interim suspension
- indefinite suspension
- expulsion from residence halls”

Wilkes University Student Handbook

Dean Philip Ruthkosky is the Deputy Title IX coordinator at Wilkes. Title IX is a 1972 amendment that “protects people from discrimination based on sex in education programs and activities that receive federal financial assistance” (U.S. Department of Education, 1988). As part of his Title IX responsibilities, Dean Ruthkosky and other administrators have developed Title IX related training programs for students. These programs include My Student Body Essentials Program, Bystander Intervention Training, and the new sexual misconduct web page on the Wilkes University website.

One way to end the epidemic of sexual assault on college campuses is to educate students about what sexual assault is, the importance of consent, and other issues associated with sexual violence. Wilkes is committed to educate students from the very beginning of their college career.

1 in 5 women will experience rape or attempted rape in college

During Welcome Weekend, first year students attend a mandatory presentation on sexual misconduct given by the Victims Resource Center. This center, based in Wilkes-Barre, offers support services such as a 24-hour hotline, support and education groups for victims of crime. First year students must also participate in the My Student Body Essentials Program, a series of quizzes that tests students’ knowledge of drugs, alcohol, and sexual violence on college campuses. Wilkes wants to ensure that students are empowered to obtain help in the unfortunate event that a sexually assault takes place. Thus, students are required to take a student handbook quiz to ensure they know the protocol for handling cases of sexual misconduct. These efforts easily reach first year students and raise awareness early on.

Wilkes is also fostering a culture that does not tolerate sexual violence. For example, in light of the recent spate of sexual assaults and intimate partner violence cases among professional athletes, there has been much discussion of rape culture. Rape culture is “a complex set of beliefs that encourages male sexual aggression and supports violence against women,” (Buchwald, Fletcher, & Roth, 2005). Examples of rape culture include blaming the victim for his or her assault (e.g., she should have known better to drink and then go home with him,”). To be proactive, Dean Ruthkosky, Dr. Mark Allen, Dean of Student Affairs, and Elizabeth Swantek, Director of Residence Life, conducted a survey of the student body. The survey is called the Core Institute’s Alcohol and Drug Survey from Southern Illinois University. This research focused on campus life, specifically drinking patterns, the prevalence of sexual violence, and behaviors that students experienced. Based on the results of the study, the education, prevention, and intervention programs designed for students can be improved. These programs include SAFE (Self-Defense Awareness and Familiarization Exchange; a basic self-defense skills course that is joint effort by Public Safety and Residence Life dedicated to teaching women basic self-defense skills) and the Bystander Intervention Training.

The Bystander Intervention Training began this school year. Interested students attend two 3-hour training sessions in which they are educated on what consent means, how to intervene when a friend is acting out of line or when a friend may be in danger, such as when he or she is too intoxicated to give informed consent. These students then take the information and present it to the FYF classes. Dean Ruthkosky believes that students must be agents of change - they have the ability to make a greater impact than he can. “It’s more effective because you have peers going in to talk to freshmen saying, “This is our campus and we’re not going to tolerate this’.”

“If we all do our part in being vigilant, looking out for each other, and learning how we can intervene safely and effectively, I think we will make strides.”

-Dean Ruthkosky

If you have questions about sexual assault, check out Wilkes’ new web page. Wilkes.edu/sexualmisconduct provides tips on safety and self-defense, as well as all of the University’s policies concerning sexual harassment, misconduct, and assault. Information on support services for survivors of sexual assault is also available.

We commend the many efforts Dean Ruthkosky and others have taken to protect Wilkes students and educate them about sexual violence. But we wonder, are these programs effective? Results from the My Student Body
Continued from page 4

women’s suffrage against Rev. James Buckley in 1892. From her speech came one of the most memorable statements of the suffrage movement, “In the voice of the people, there is soprano as well as bass.” Her message refuted the argument that women’s suffrage was in opposition to the teachings of Christianity. At the time, Christianity was very patriarchal. For example, women were expected to submit to their husbands (Ephesians 5:22-23, NIV). Shaw argued that God’s choir contained all kinds of voices, including women’s, and that women should be allowed to develop their strengths as much as men (“For Woman’s Suffrage”, 1892).

Catt focused on other injustices that women suffered from. She spoke of equal pay for women in the workforce. These three women were incredibly brave and remarkably dedicated to moving the nation towards supporting women’s suffrage as well as gender equality.

After all of their work in the first wave of feminism, has society changed to make women more equal to men? Today, 56.4% of students in higher education are women (Forbes, 2012); 56% of voters are women (CNN, 2012). Yet while women compose half of the population, they hold only 18.5% of the seats in the U.S. Congress. Only 5 U.S. governors are women, and only 5% of CEOs in Fortune 500 companies are women (Catalyst.org, 2014). And women continue to get paid less than men for doing the same job.

Dr. Elmes-Crahall asked the audience how they thought Anthony, Shaw, and Catt would react if they saw how society is today. I think they would appreciate how society has come a long way since then, but there is still much more to be done before the world is free of oppression. They would encourage women and male allies to not be apathetic, but rather stand up against inequality.

Continued from page 5

Essentials program show that in 2013, first year students were very likely to intervene in a risky situation and to seek support from public safety and on-campus health services. However, there were still cases of sexual misconduct on campus, and according to national statistics, less than 5% of these incidents are thought to be reported to law enforcement (Fisher, Cullen, & Turner, 2000). In Dean Ruthkosky’s words, “sexual assault is a horrific experience for anyone to deal with and we are continually making efforts to educate our students and let them know that there are trained staff on campus who care about them, and will be there for them to provide support.” That is why Wilkes has so many resources for students who fall victim to these crimes.

How are other colleges handling sexual assault? The U.S. Department of Education (2014) released a list of 55 institutions that are under investigation for possibly violating Title IX or the Clery Act, which requires all schools that participate in federal financial aid to disclose all information about crime on and around campus. Some schools have been in the news for cases where the rapist was punished too lightly, if punished at all. This September, Emma Sulkowicz of Columbia University pledged to carry the mattress she was raped on as long as her rapist was not expelled. She continues to carry her mattress to this day. She has raised awareness for the fact that more needs to be done if there is to be zero tolerance for perpetrators of sexual assault on college campuses.

The focus should be on teaching students not to rape as opposed to how not to get raped. If less than 5% of sexual assault cases are being reported, many rapists are getting away with their crimes. In fact, while very few college men rape, those who do are serial rapists, averaging 6 rapes each (Lisak, 2002).

Continued from page 2

understanding of social justice. Sean also stressed the importance of becoming more involved in campus and the community. What are you interested in? Are you passionate about helping end intimate partner violence? Volunteer or intern at the Domestic Violence Service Center. Not only does this provide resume-building experience, it is also a way to research what careers you may be interested in. The more involved you are, the easier it is to build networks of people who can mentor you and give you valuable career advice.

When we recruit students to add the WGS minor, we mention that the minor has many professional and personal “benefits.” You may wonder, what exactly are these elusive “benefits?” Our featured alumnus, Sean LaFleur ‘11, is living proof of the many benefits of the minor. If you want to make your resume or graduate school application stand out from the rest, consider adding WGS to your academic career path.

President Obama recently launched It’s On Us, a campaign that aims to spread the message that sexual assault is everyone’s responsibility, and we all should be a part of the solution. Many people believe that, despite it raising awareness, these campaigns are not doing much beyond that. Dean Ruthkosky notes, “There are a lot of brave people who have been doing this for years, such as women’s groups at the grassroots level. Now you’re just seeing all of their work brought to the spotlight by the most powerful man in the country. While what he’s doing is good, I think it’s overdue.” Sexual misconduct on college campuses is a huge problem, and it’s time we all take a stand against rape culture.
By: Gift Magomero

Looking for a WGS-eligible course for the spring? Curious about how women in the US have profoundly influenced the world in which we live? Then you will enjoy taking Dr. Wenger’s American Women’s History class (HST 329). It covers themes that have shaped American women’s experiences in the United States beginning with Native American women all the way to women in the present day. Specific topics to be covered include work and the sexual division of labor, gender and politics, and the role of family. By exploring these topics you will gain insight into just how far women have come and where they are heading.

You may be asking yourself, why do we need to take a class about women’s history? What’s special about women? Take a moment and think of an important historical figure. Who comes to mind? George Washington, Abraham Lincoln, Martin Luther King Jr.? How many people do you think envisioned a woman such as Ellen Webster Palmer, Chipeta, or Susan B. Anthony? This example is just one of many that suggests we need women’s history courses. All too often images of important men and their accomplishments come to mind. This is due in part to the fact that throughout much of recorded history men were the ones who were afforded the education and opportunity to write history. Thus, they determined who was remembered. All too often women, their accomplishments, their voices, and their perspectives have been overlooked, lost, and forgotten. In fact, when I spoke with Dr. Wenger about this course she said it is her hope that through course materials women in history will receive recognition. “History used to mostly be about political and military issues. Women were not always represented in history.” And those women who received recognition were extraordinary figures. Their experiences do not represent those of the average woman. “The goal of this class is to also recognize things ordinary women did and experienced.” Dr. Wenger views the course as “refocusing the past.” Students have the opportunity to view history from different points of view. Not a history major? Not to worry! This course is open to all majors. Not a history major? Not to worry! This course is open to all majors. No prerequisite history classes are necessary nor do you need to have a history background. It is intended for anyone who wants to learn more about women’s history. In fact, having students who represent a variety of disciplines adds to the experience. The diversity of perspectives helps keep the class interesting as everyone has a different lens through which to interpret and give meaning to course content. As an added bonus, this course is WGS eligible! I hope I have sparked your interest in women’s history! A course such as this is one solution to the lack of representation women have had not only in our history books but also in the remembering of our country and its accomplishments. Only by recognizing the accomplishments of both men and women can we truly appreciate the rich diversity and complexity that is our history.

Note: Photo courtesy of Dr. Wenger

Update: She’s The First Cupcake Bake Sale

Great news! With everyone’s generous donations, we surpassed our goal to raise $300 to sponsor one year of education for a girl in either Nepal or Guatemala! Thanks to everyone who came to our tie-dye cupcake bake sale and donated!

Other Ways You Can Help!

- You can be part of the movement to turn oppression into opportunity for women and girls worldwide. Read the book *Half the Sky*, watch the documentary by the same name, and join the movement at www.halfttheskymovement.org. The website also provides numerous ideas for activism.

- If all students in low-income countries left school with basic reading skills, 171 million people could be lifted out of poverty! Room to read works to develop literacy skills among primary school children and fosters gender equality in education. Donate at www.wgefund.org. Follow them on their blog, blog.roomtoread.org, www.halftheskymovement.org. The website also provides numerous ideas for activism.

- The WGE Fund helps underserved women through economic, social, and political programs. They serve to strengthen families and communities while addressing issues of inequality. Go to www.wgefund.org for more information and to donate. Follow them on Facebook Twitter, YouTube, Tumblr, and LinkedIn.

Have questions about the class or women’s history? Email Dr. Wenger at diane.wenger@wilkes.edu
Ruth’s Place Recap

By: Mandy Seccia

On Sunday, October 5, an amazing outpouring of support for Ruth’s Place House of Hope was shown by the Wilkes Community. In particular nursing students, WGS students, and members of Psi Chi, the international psychology honors society, gathered in front of the Cohen Science Building to participate in the annual Ruth’s Place House of Hope Walk-a-Thon. This two-mile walk serves to raise awareness for homelessness, and the unique issues that women and families who live in poverty face. You can see a picture of our group on Page 9. A big thank you to Dr. Maria Grandinetti for encouraging and organizing such a large group!

Ruth’s Place is the only organization that provides emergency shelter for homeless women in Luzerne County. Since 2003, Ruth’s Place has housed more than 1,800 women and provided 84,315 nights of lodging. The dedicated staff also assists women in forming plans to establish permanent and stable housing arrangements, guidance with financial planning, and help addressing other physical and emotional needs the women may have.

Because Ruth’s Place offers necessary services to needy women and their families in our community, many members of the Wilkes community support the organization by participating in the annual walk-a-thon. Each student who participated donated at least $5 to the Ruth’s Place. Also, our group made and carried signs on the walk to raise awareness. This event allowed for students at Wilkes to be active within their community. By donating their time and a few dollars to Ruth’s Place, students showed their compassion and concern for the many struggling homeless women of Luzerne County.

Unfortunately, anyone could end up needing shelter provided for them, and luckily, Ruth’s Place House of Hope serves to selflessly assist those in need.

LYBD Recap

By: Gift Magomero

Thanks to everyone who helped make LYBD a success! WGS teamed up with Psi Chi, the international psychology honors society, and the campus counselors on October 23rd to encourage women to respect and appreciate their bodies the way they are. Well over 70 people pledged to love their bodies every day! Additionally, members of Psi Chi distributed information about how to maintain a healthy body image and a healthy lifestyle. Eating disorders screenings were available to students. Our campus counselors, Susan Biskup and Melissa Gaudio, were available to answer questions and to review the confidential screenings. This was also a great way of bringing awareness of the counseling services that are available to students on our campus.

In case you missed the event but have questions about body image and maintaining a healthy lifestyle, our campus counselors are available. To set up an appointment call them at (570) 408-4730 or stop by the Health and Wellness Service Center in Passan Hall. Your physical and mental well-being matters and you deserve to be heard.

Girl Rising Recap

By: Gift Magomero

Thanks to all who came out for our screening of Girl Rising on Monday, November 3rd! We held the event to raise awareness for the importance of empowering girls and women world-wide through education.

The statistics are very telling:
- 65 million school-aged girls are not in school
- There are 32 million fewer girls than boys in primary school world wide
- 496 million girls over age 15 are illiterate

The film was made to give a story and a voice to these statistics. Although each girl who was chronicled faced obstacles, and in some instances unspeakable injustices, due to their fortitude, strength, and courage, each was able to get an education and become empowered. In the words of Suma, whose story was watched, “Change is like a song you cannot hold back.” It was clear that “One Girl with Courage is a Revolution!”

Upon finishing the film, attendees were informed of ways they could help support the cause. Although there are no easy solutions to such complex problems, they are many ways we can help be part of the solution. For instance, you can join the movement at girlrising.com, talk about the film with friends and family, make a donation to roomtoread.org, or become a WGS minor!

You can also find the confidential screening at:
http://www.mentalhealthscreening.org/screening/WILKES
Fall WGS Event Highlights

Nursing students, Psi Chi members, and WGS supporting the Ruth’s Place Walk-A-Thon

Students supporting Ruth’s Place Walk-A-Thon

Wilkes faculty and students love their bodies!

She’s The First Tie-Dye Cupcakes

WGS and Psi Chi Members selling cupcakes for She’s the First
Spring 2015 WGS Courses

**Anthropology**
- ANT 101: Introduction to Anthropology
- ANT 102: Cultural Anthropology

**Art**
- History of Art II

**Business**
- BA 464: International Business Experience

**Education**
- ED 180: Educational Psychology
- ED 220: Teaching Culturally and Linguistically Diverse Learners

**English**
- ENG 101 F & L: Composition
- ENG 120 E: Reading Cultural
- ENG 203: Creative Writing
- ENG 234: Survey of English Literature II
- ENG 281: American Literature I
- ENG 303: Advanced Workshop in Creative Writing
- ENG 397/497: Seminar: Studies in the Gothic Novel

**History**
- HST 126: American History II
- HST 329/429: American Women’s History

**Marketing**
- MKT 221: Marketing
- MKT 322: Advertising

**Nursing**
- NSG 226: Nursing Care of the Developing Family

**Philosophy**
- PHL 214: Medical Ethics

**Political Science**
- PS 141: Introduction to International Relations

**Psychology**
- PSY 242 A & B: Personality
- PSY 314 A & B: Introduction to Social Psychology

**Sociology**
- SOC 101 A & INA/B: Introduction to Sociology
- SOC 212: Human Sexuality
- SOC 222 A & B: Criminology
- SOC 225: Juvenile Delinquency
- SOC 341: Introduction to Social Psychology

**Women’s and Gender Studies**
- WS 301: Introduction to Women’s Studies

Have questions about the WGS minor?
Contact Dr. Jennifer Thomas at jennifer.thomas@wilkes.edu