

**Term: Spring 2022**

**Course Title: Gender and Social Movements**

**Course Number: WGST 1000.02**

**Section Times/Days: Tuesdays and Thursdays, 9:40–11:10am**

**Instructor: Amanda Apgar**

**Course Description/Principal Topics**

WGST 1000 is an interdisciplinary study of gender through an overview of the major U.S. social movements over the last 150 years, including abolition, labor, civil rights, disability justice, and climate change. This course introduces the history of feminist activism and discourse in the U.S; defines major contributions, language, policies, and practices forwarded by feminist scholarship and activism to social movements; and examines the production of gender and sexuality through race, class, ability, nationality, ethnicity, and aesthetic.

**Student Learning Outcomes**

By the conclusion of this course, course members will:

1. Understand foundational premises within the field of Women's & Gender Studies
2. Become skilled in reading interdisciplinary texts
3. Provide examples of the ways in which normativities, especially sexism, heterosexism, racism, ableism, and nationalism are embedded in policy, culture, and rhetoric
4. Apply what they have learned to analyze representations of gender, sexuality, race, and disability in cultural texts

**Prerequisites**

None.

**Required Texts**

No required texts for purchase.

**Course Work/Expectations**

Course members will be required to: read all assigned materials and come to class prepared to actively participate in discussions; produce written assignments that synthesize key ideas from the course and assigned texts; produce a creative assignment at the end of the term based on student-led research.

**COURSE TITLE: Gender, Race, and Sexuality in Contemporary Society**

**COURSE NUMBER: WGST 1100**

**SECTION TIMES/DAYS: Monday, Wednesday, Friday 11:30 AM-12:30 PM, MW 2:20-3:50 PM**

**INSTRUCTOR: Danielle Borgia**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

**In this course we will explore how the intersections of gender, race, ethnicity, sexuality, class, citizenship, language, education, ability, age, religion, and sovereignty in our American institutions, representations, and personal interactions affect our lives and life choices in this country. We will center our work on the ideas of feminists of color and their storytelling through academic articles and studies, film, podcasts, a novel, poetry, and an oral history project. How does immigration affect women and families in the U.S.? How are BIPOC represented vs. represent themselves in our social institutions? How are beauty and fashion ideals formed by Whiteness, capitalism, and hegemonic femininities and sexualities? How are struggles for reproductive justice, including sex education, different for low-income women than more financially secure women? What are the unique issues faced by queer people of color of all gender identities? How are romantic and sexual relationships influenced by race, ethnicity, language, and citizenship? How do those narratives affect the spectrum of gender-based violence? This class will start by exploring these questions, raise questions of your own, and equip you with tools to explore your own answers.**

**STUDENT LEARNING OUTCOMES:**

**Students will:**

- **Be able to articulate facts about the demographics of race, ethnicity, gender, sexuality, and citizenship in the U.S. and how they shape their own identities, privileges and oppressions.**
- **Critically analyze media representations from feminist lenses and articulate their ideas in academic writing.**
- **Understand and use feminist vocabulary that signals specific cultural representations and understanding of the structural injustice of U.S. society as derived from critical race and gender theory.**
- **Develop their skills, confidence, and commitment to engaging in critical dialogue about social justice feminist issues.**
- **Learn research techniques, including active listening and information literacy, to constantly update their critical knowledge base about the world (Loretta Ross).**
- **Interpret the experiences of women of prior generations in light of intersectional oppression: analyze what they represent as the most important parts of their lives, explain what they value, and connect their experiences to some of the feminist issues explored in the course material.**

**PREREQUISITES/RECOMMENDED BACKGROUND: None.**

**REQUIRED TEXTS:** *Feminism is for Everybody*/bell hooks, *Such a Fun Age*/Kiley Reid, *Little Fires Everywhere*/Celeste Ng. All other material will be accessible on our course website.

**COURSE WORK/EXPECTATIONS:** Electronic annotations and some in-class quizzes on the readings/visual texts as daily class preparation. Verbal participation in detailed discussions of our readings, including interactive group learning activities. One 5-7 page analytical paper on a pop culture representation of a BIPOC. Students will either do 2 hours a week of service learning for an organization that helps disadvantaged women of color, culminating in a reflective 8-10 page paper, or conduct an oral history project with a woman of color of an older generation and write an 8-10 page blog on our website about her testimonio with the lens of the intersectional feminist theory we will be studying.

**Term: Spring 2022**

**Course Title: Gender and Disability**

**Course Number: WGST 3900**

**Section Times/Days: Tuesdays and Thursdays, 2:40-4:10pm**

**Instructor: Amanda Apgar**

**Course Description/Principal Topics**

WGST 3998: Gender and Disability is a critical feminist study of disability justice, hetero-ableism, and normality. This course examines: the ways in which disability and gender are socially constructed and co-constructed via rhetoric of dependence and autonomy; the centrality of "interdependence" to both feminist and disability justice movements; the entanglement of disability and gender in over-diagnosis, underdiagnosis, and over- and under-representation of disability in cultural texts; disability and sex, including consent, competence, and access; and legal and cultural issues of disability justice in Spring 2021.

**Student Learning Outcomes**

By the conclusion of this course, course members will:

1. Understand foundational premises of feminist disability studies
2. Become skilled in reading and interpreting interdisciplinary texts
3. Apply what they have learned to analyze representations of gender and disability in cultural texts
4. Evaluate existing medical, legal, cultural, or institutional policy regarding gender and disability

**Prerequisites**

None.

**Required Texts**

No required texts for purchase.

**Course Work/Expectations**

Course members will be required to: read all assigned materials and come to class prepared to actively participate in discussions; participate in peer review and other models of interdependence; produce written assignments that synthesize key ideas from the course and assigned texts; produce an independent research paper at the end of the term.

**COURSE TITLE: SS: Feminism, Justice, Decolonization**

**COURSE NUMBER: WGST 3998**

**SECTION TIMES/DAYS: Monday 4:20-7:20 PM**

**INSTRUCTOR: Jessica Martinez-Tebbel**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

This course examines the ways in which feminist ideologies, feminist activism, and the goals of community, justice, and liberation exist in complicated terrain with systems of power. We ask how, in pursuing intersectional knowledge, justice, and solidarity, feminists have engaged, troubled, subverted, and sometimes affirmed logics of colonization, capitalism, and carcerality. Centering Black, Queer, Indigenous, and decolonial feminist theories, we will consider questions of knowledge, production, coalition-building, and feminist-futures.