

Course Title: Gender and Social Movements

Course Number: WGST 1000.02

Section Times/Days: Tuesdays and Thursdays, 2:00 – 3:30pm

Instructor: Faculty

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: WGST 2000: Women in Global Communities

Days/Times: MW 2:00-3:30pm

Course Overview

In this class, we will explore the ways in which gender “works” in different cultural and national contexts, and the impact colonialism and globalization have on gendered relations. “Gender” indicates the ways in which our social lives are organized around categories of male and female – in relation to work, family, sexuality, culture, and nation. “Globalization” describes the transfer of economic and cultural goods between nations and peoples. Questions we will ask include: What is globalization and how do women and men experience it differently? How does immigration affect families? Does a growing connectedness between cultures and nations change traditional gender roles? How different are experiences of women in the Global North from those of women in the Global South and why? We will investigate these issues through a combination of theoretical texts, works of literature, films, and popular media.

Learning Goals

- Students will build a vocabulary of critical terms central to the study of women’s lives from a non-western perspective
- Students will familiarize themselves with some of pertinent issues surrounding colonialism and globalization in the 20th and 21st century, from the perspective of gender studies scholars, writers, and filmmakers
- Students will develop their skills in critical analysis, oral persuasion, and critical writing, including citing and using sources, developing a thesis, and close reading different genres of texts

Required Texts

Inderpal Grewal and Caren Kaplan, *Introduction to Women’s Studies: Gender in a Transnational World* (2006, ISBN 9780072887181)

Jamaica Kincaid, *A Small Place* (1998, ISBN 0374527075)

Zadie Smith, *The Embassy of Cambodia* (2013, ISBN 0241146526)

Marjari Satrapi, *Persepolis* (2007, ISBN 0375714839)

All other secondary readings will be available on our class website on Brightspace (labeled BR), which students should check regularly, in addition to their LMU lionmail

Grading

Participation and Preparation: 10%

Discussion Board Posts: 15%

2 Short Papers: 15% each

Oral Presentations: 20%

Final Paper: 25%

Course Title: Women's Bodies, Health, and Sexuality

Course Number: WGST 2200

Section Times/Days: TR 4:00-5:30pm

Instructor: Apgar

Course Description/Principal Topics:

This course explores the history and politics of women's bodies, health and sexuality. Course topics will include: reproductive health, health and sexuality, interpersonal violence as an issue of health, health care access, the politics of disease, disability justice, and transgender health. Using an intersectional framework, we will explore how bodies become a site for the social construction of race and sexuality.

Student Learning Outcomes

Students will be able to:

- Discuss how discourses surrounding gender, race and sexuality shape our ideas of bodies, health, and medicine.
- Articulate the histories of feminist and queer health movements.
- Apply class themes and theories to contemporary issues.
- Discuss the intersections of gender, race, class, sexuality, nationality, and ability as they pertain to issues of health and disease, both in the U.S. and globally.
- Demonstrate improvement in critical reading, critical thinking, and critical writing skills.

Prerequisites

None.

Required Texts

Boston Women's Health Collective and Judy Norsigian. *Our Bodies, Ourselves*. Revised edition. New York: Touchstone, 2011.

All other readings will be made available through the course Brightspace site.

Course Work/Expectations

Active and engaged participation in the class dynamic including completing the assigned readings, contributed to weekly class discussions, and participation in group work in class. The final grade will be based on participation, group presentation, midterm exam, short essays, and a final research paper.

COURSE TITLE: Feminist Theories

COURSE NUMBER: WGST 3000

SECTION TIMES/DAYS: M/W 12:40-2:10

INSTRUCTOR: Sina Kramer

COURSE DESCRIPTION/PRINCIPLE TOPICS:

This class aims to introduce students to and to deepen their knowledge of a broad range of feminist theories, and to understand the role of theory in feminist research and living. We have never been without the question “what is a woman?” or “who counts as a woman?”- much less “what makes a man?” or the variety of positions between or outside this dichotomy. While this course follows a roughly chronological sequence, it is organized into roughly three themes: equality and difference, the concept of universality, and the claim to universality on the part of the concept “woman” itself. It treats feminist political theory, women of color feminist theory, and queer and trans theory. The course carries flags in information literature and intensive writing.

STUDENT LEARNING OUTCOMES:

This course aims to: 1) introduce students to a broad range of feminist theories; 2) deepen students’ knowledge of feminist theory; 3) develop students’ ability to read critically; 4) to strengthen students’ ability to identify, analyze, and make arguments; 5) to widen students’ conceptions of gender and sexuality; 6) to encourage understanding of the ways in which race, class, sexuality, nationality and ethnicity influence our conceptions of gender; 7) to support students’ critical self-reflection on their own conception of gender, and the constructions of gender they encounter around them; and 8) to encourage the values of curiosity, humility, and generosity, both in reading and in our relationships with each other. And, as always, this course seeks the encouragement of wisdom, the education of the whole person, the service of faith and the promotion of justice.

PREREQUISITES/RECOMMENDED BACKGROUND:

WGST majors and minors ought to have taken either WGST 1000 or WGST 1100 prior to enrolling in this class. Registration priority will be given to WGST majors and minors, as this course is a major and minor requirement. Non-WGST students welcome, provided they have some background in theory or philosophy!

REQUIRED TEXTS:

TBA, but selections may include:

Mary Wollstonecraft, *A Vindication of the Rights of Woman* (Oxford Classics)

Keeanga-Yamahtta Taylor, *How We Get Free*

Iris Marion Young, *Justice and the Politics of Difference* (Princeton)

Sylvia Federici, *Caliban and the Witch* (AK Press)

Patricia Hill Collins and Sirma Bilge, *Intersectionality (Key Concepts)* (polity press)

Leanne Betasamosoke Simpson, *As We Have Always Done* (Minnesota)

And a course packet.

RECOMMENDED TEXTS:

Anthony Weston, *A Rulebook for Arguments*
Strunk and White, *The Elements of Style*

COURSE WORK/EXPECTATIONS:

This course carries both an intensive writing flag and an information literacy flag. Students will be expected to draft, peer-review, and edit papers; to mount an independent research project; to collect and organize sources through the open-source program Zotero; to judge the quality of sources, as well as different kinds and qualities of evidence appropriate to a theory-based argument. Also, this course is an upper division 4 unit class as such it requires a minimum of 12 hours of work per student per week (including time in class).

COURSE TITLE: Gender, Race and Sexuality in Contemporary Society

COURSE NUMBER: WGST 1100

SECTION TIMES/DAYS: TR 10-11:30am; TR 12-1:30pm

INSTRUCTOR: Stella Oh

CORE AREA (if any): Studies in American Diversity

FLAGS (if any): none

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course examines the heterogeneity of women and women's lives within the construct of America and its intersections with race, ethnicity, class, gender and sexuality. This course takes a comparative approach to racial and ethnic groups' experiences, paying attention to similarities, differences, and intersections among groups. We will read theoretical texts examining the interlocking systems of oppression and critique the politics of representation. The course will explore the following questions: How are feminist struggles informed by race, ethnicity, and sexuality? How is representation effected by hegemonic ideals of race, gender, and sexualities? This course will introduce students to concepts such as intersectionality, queer of color critique, neo- and post-colonialism, and globalization, while exploring how race, gender, sexuality, and other identity formations operate and interrelate in contemporary society.

STUDENT LEARNING OUTCOMES

- 1) Students will learn about U.S. history and its relationship to other nations by examining immigration patterns to the United States and how histories of immigration, war, and international relations affect the experiences of women and men in the United States.
- 2) Students will learn about the complex relationships among race, ethnicity, gender, sexuality, and class by comparing difference between racial groups but also within racial groups across various ethnicities.
- 3) Students will be able to analyze how systems of power and privilege affect marginalized groups. Students will compare and contrast different groups of women (African American, Latinx, Native American, Asian American, and Anglo-American) and their challenges and accomplishments within economic, political, and social institutions.
- 4) Students will value respecting the histories and contributions of marginalized groups through exposure to films, writing, guest lecturers, that highlight the experiences and cultural and historical contributions women of color have made.
- 5) Students will learn to apply terms and concepts from feminist theory, postcolonial theory, and critical race theory to discussions of contemporary society and popular culture.

PREREQUISITES/RECOMMENDED BACKGROUND

NONE

REQUIRED TEXTS

Ocean Vuong, *On Earth We're Briefly Gorgeous* (2019)

All other readings are on the course Brightspace

COURSE WORK/EXPECTATIONS

Students are expected to attend class meetings, read all assignments, and contribute to class discussions. The course grade will be based on attendance in class meetings (5%), discussion blogs (20%), facilitation of class discussion (20%), midterm paper (30%), final group presentation (25%).

Course Title: Queer Migrations and Diaspora

Course Number: WGST 4101

Section Time/Days: MW 4:00pm-5:30pm

Professor: Dr. Sandibel Borges

COURSE DESCRIPTION

This course is designed to introduce students to key theories, concepts, and perspectives within the field of queer migration and diaspora studies. In it, we will look at the relationship between queer migrants' experiences and larger systems of power, both within and beyond U.S. borders. We will examine the historical and ongoing heteronormativity of migration systems, the ways in which gender, sexuality, race, ethnicity, and class intersect with migration and citizenship, and the various forms of resistance that queer migrants engage in their everyday lives. Class meetings will consist of whole-class and small-group discussions on Zoom. Please complete the readings, attend class ready to discuss, and feel free to ask questions, in or out of class.

COURSE GOALS

By the end of the semester, students will be able to:

- Define the concepts of migration and diaspora.
- Identify the broad field of queer migration and diaspora studies.
- Examine gender and sexuality within migration systems.
- Determine what makes certain practices forms of resistance.
- Imagine different possibilities and think about ways to create them.

REQUIRED TEXTS

No textbook is required. All texts will be available through Brightspace and some on this syllabus. You are required to have the readings for the day with you during class.

Course Number: WNST 3301

Course Title: Literature by Women of Color

Days/Times: TR 2:00-3:30pm

COURSE DESCRIPTION:

This course explores contemporary literature by women of color in the United States. We will explore how intimacy and trauma present haunting absences and possibilities in literary works. What do these absent presences tell us about racial, gendered and sexual identity? In this class, we will be critically reading and analyzing literary works by African American, Mexican American, Asian American, and Arab American Women. The short stories, novels, and graphic novels we will read in this course will explore themes of intimacy, trauma, and hauntings.

COURSE LEARNING OUTCOMES:

- 1) Students will learn about character analysis, critical reading and writing skills, and developing a persuasive argumentative thesis.
- 2) Students will be able to draft, revise, and edit their ideas into a coherent argument. This course also has a writing flag.
- 3) Students in this class will learn about different historical backgrounds that the literary works explore such as the legacy of slavery in the United States, Civil Rights movement, military comfort women, and feminism in the U.S. and abroad.
- 4) Students will value respecting the histories and literary contributions of women of color through exposure to literature, films, and guest lecturers.

REQUIRED TEXTS: TBA

COURSE GRADE:

Your course grade will be based on the following straight percentage scale:

94-100 A	78-79 C+
90-93 A-	74-77 C
88-89 B+	70-73 C-
84-87 B	60-69 D
80-83 B-	<60 F

COURSE TITLE: Feminist Research Methods

COURSE NUMBER: WGST 3100

SECTION TIMES/DAYS: W 6:30-9:30pm

INSTRUCTOR: Sullivan, Mairead

CORE AREA: Engaged Learning; Quantitative Reasoning

COURSE DESCRIPTION/PRINCIPLE TOPICS:

This course offers students the tools to become critical scholars and active producers of feminist research as they examine feminist methodologies through hands-on applications. Course readings cover topics such as the complex relationship between researchers and their subjects, the impact of social location on our field of vision, ethical issues in the research process, and the facilitation of social justice through formal research. Weekly activities draw on these readings to train students in research practices and practical applications. This course is limited to 3rd and 4th year students. Students should come prepared to engage with the central themes and commitments of gender studies.

STUDENT LEARNING OUTCOMES:

- Discuss and distinguish between traditional epistemologies and methodologies and feminist epistemologies and methodologies.
- Demonstrate competency in a variety of feminist research methods.
- Determine appropriate research design.
- Design a Participatory Action Research Project.
- Analyze and present research findings.
- Collaborate with classmates and community members around an issue of social change/social justice.

PREREQUISITES/RECOMMENDED BACKGROUND: WNST 1000 or WNST 1100

REQUIRED TEXTS:

Course readings will be available electronically.

COURSE WORK/EXPECTATIONS:

Active and engaged participation in the class dynamic including completing the assigned readings, contributed to weekly class discussions, and participation in a peer research group across the semester. The grade breakdown is: Class participation (20%), Reflection Essays (15%), Mini-Assignments (15%), Group Research Project (50%).