COURSE TITLE: Gender and Social Movements

TERM: Spring 2019

COURSE NUMBER: WGST 1000

SECTION TIMES/DAYS: 8:00-9:30 TR

INSTRUCTOR: Tahereh Aghdasifar

CORE AREA: FND: Studies in Amer Diversity

FLAGGED:

COURSE DESCRIPTION/PRINCIPAL TOPICS

The primary goal of this course is to introduce you to the lively discussion and debate within the interdisciplinary field of Women's and Gender Studies with a focus on historical and contemporary U.S.-based social movements. Utilizing the concept of gender as an organizing problematic, this course aims to explore the intersections among oppressions, including sexism, racism, imperialism, homophobia, and classism. Toward this end, the focus of the course will be to develop a critical framework for analyzing gender (and its intersections) as a powerful concept that structures the world around us. This framework will constantly be contextualized within various historical and contemporary social movements which challenge and expand our understanding of gender. We will focus on social movements throughout our texts and end each unit by reading a political manifesto and listening to a song that demonstrate how intersectional analyses can manifest as direct political claims and demands.

STUDENT LEARNING OUTCOMES

Students will practice and develop the following skills:

- Demonstrate conceptual understanding of the intersections among oppressions, including sexism, racism, imperialism, homophobia, and classism.
- Apply feminist perspectives to contemporary socio-cultural issues.
- Investigate the larger social context that shapes the production of knowledge about gender through studying social movements.
- Use appropriate evidence to develop a written argument.
- Demonstrate critical thinking skills by evaluating main arguments, evidence, and the chain of reasoning present in a text.

PREREQUISITES/RECOMMENDED BACKGROUND

None

REQUIRED TEXTS

*Embroideries* by Marjane Satrapi plus texts on Brightspace

COURSE WORK/EXPECTATIONS

Students are expected to complete reading assignments prior to each class meeting. This 4-unit course requires substantial work outside of class. Please be prepared to spend an average of nine hours every week on class-related learning activities. This includes reading, preparation for class, independent research, and writing papers.
TERM: Spring 2019

COURSE TITLE: Gender and Social Movements

COURSE NUMBER: WGST 1000

SECTION TIMES/DAYS: 9:40-11:10 TR

INSTRUCTOR: Tahereh Aghdasifar

CORE AREA: FND: Studies in Amer Diversity

FLAGGED:

COURSE DESCRIPTION/PRINCIPAL TOPICS

The primary goal of this course is to introduce you to the lively discussion and debate within the interdisciplinary field of Women's and Gender Studies with a focus on historical and contemporary U.S.-based social movements. Utilizing the concept of gender as an organizing problematic, this course aims to explore the intersections among oppressions, including sexism, racism, imperialism, homophobia, and classism. Toward this end, the focus of the course will be to develop a critical framework for analyzing gender (and its intersections) as a powerful concept that structures the world around us. This framework will constantly be contextualized within various historical and contemporary social movements which challenge and expand our understanding of gender. We will focus on social movements throughout our texts and end each unit by reading a political manifesto and listening to a song that demonstrate how intersectional analyses can manifest as direct political claims and demands.

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- Demonstrate critical thinking skills by evaluating main arguments, evidence, and the chain of reasoning present in a text.

PREREQUISITES/RECOMMENDED BACKGROUND

None

REQUIRED TEXTS

*Embroideries* by Marjane Satrapi plus texts on Brightspace

COURSE WORK/EXPECTATIONS

Students are expected to complete reading assignments prior to each class meeting. This 4-unit course requires substantial work outside of class. Please be prepared to spend an average of nine hours every week on class-related learning activities. This includes reading, preparation for class, independent research, and writing papers.
TERM: Spring 2019

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

COURSE NUMBER: 1100

SECTION TIMES/DAYS: 02 – MWF 11:30-12:30; 04 – MWF 1:50-2:50; 05 – MWF 3-4

INSTRUCTOR: Jennifer Moorman

CORE AREA: Studies in American Diversity

FLAGGED:

COURSE DESCRIPTION/PRINCIPAL TOPICS

In this course, we will consider such concepts as intersectionality, queer of color critique, neo- and postcolonialism, globalization, and the prison industrial complex, while exploring how race, gender, sexuality, and other identity formations operate and interrelate in contemporary society. We will read theoretical texts examining the interlocking systems of oppression that impact our lives, and critique the politics of representation in a range of popular culture texts, in order to consider: How are feminist struggles informed by race, ethnicity, and sexuality? How have activists used participatory media in the service of social justice? How does immigration affect women of color vs. white women in the U.S.? How are people of color represented in popular culture, and how have they represented themselves? How are beauty and fashion ideals informed by whiteness and hegemonic femininities and sexualities? Along with exploring these and other questions, you will raise new questions and begin to find your own answers.

STUDENT LEARNING OUTCOMES

At the conclusion of this course, students will be able to:

- Apply terms and concepts from feminist theory, postcolonial theory, and critical race theory to discussions of contemporary society and popular culture.
- Conduct academic research – formulate effective research questions, identify reliable sources, and use them as evidence to support an analytical argument.
- Effectively communicate the results of their research findings and analysis in academic papers and an oral presentation.
- Assess the political uses of participatory media in contemporary society.
- Collaborate on knowledge production by editing a Wikipedia entry relevant to course topics in small groups.
- Complete thoughtful peer- and self-evaluations of contributions to the group project.
- Evaluate the theoretical foundations of a range of issues related to race, ethnicity, gender, sexuality, religion, and citizenship in the U.S.
- Critically analyze how these issues shape identities, privileges, and oppressions, and how they are represented in popular media texts.

PREREQUISITES/RECOMMENDED BACKGROUND

REQUIRED TEXTS

COURSE WORK/EXPECTATIONS
COURSE TITLE: Gender, Race, and Sexuality in Contemporary Society

COURSE NUMBER: WNST 1100

SECTION TIMES/DAYS: Monday, Wednesday, Friday 11:30-12:30TY

INSTRUCTOR: Danielle Borgia

COURSE DESCRIPTION/PRINCIPLE TOPICS: What does it mean to be a woman of color in the U.S. today? How are feminist struggles informed by race, ethnicity, and sexuality? How does immigration affect women of color vs. White women in the U.S.? How are women of color represented vs. represent themselves in our social institutions? How are beauty and fashion ideals formed by Whiteness and hegemonic femininities and sexualities? This class will start by exploring these questions, raise questions of your own, and enable you to find your own answers.

STUDENT LEARNING OUTCOMES:
- Students will be able to apply terms and concepts from feminist theory, postcolonial theory, and critical race theory to describe contemporary U.S. society.
- Students will be able to articulate facts about the demographics of race, ethnicity, gender, sexuality, religion, and citizenship in the U.S. and how they shape their own identities, privileges and oppressions.
- Students will be able to critically analyze media representations from feminist lenses and articulate their ideas in academic writing.
- Students will hear and make heard the voices of U.S. women of color.

PREREQUISITES/RECOMMENDED BACKGROUND: None.

REQUIRED TEXTS: Feminism is for Everybody/Bell hooks, Transparent: Living the T With Transgender Teenagers/ Chris Beam. All other material will be accessible on our course website.

COURSE WORK/EXPECTATIONS: Daily verbal and/or electronic participation in detailed discussions of our readings, participation in our interactive group learning activities, and a 2-page report about an event of the student’s choice attended during the semester. One 6-8 page analytical paper on a pop culture representation of a woman of color. Midterm and final exams. For their final project, students will choose to either do a community-based learning internship with a local nonprofit, or conduct an oral history project with a woman of an older generation. Both projects will culminate in 8-10 pages of digital or written work.
COURSE TITLE: Gender, Race, and Sexuality
COURSE NUMBER: WGST 1100
SECTION TIMES/DAYS: 1:00-2:30 TR
INSTRUCTOR: Tahereh Aghdasifar
CORE AREA: FND: Studies in Amer Diversity

COURSE DESCRIPTION/PRINCIPAL TOPICS
This class is an exploration of the intersection of gender, race, and class in the lives of U.S. women and men through a historical approach to the formations of social and political movements, the construction and policing of identity categories, and demands for equality and justice. We discuss the various ways that perceptions and designations of race, class, and sexuality intersect with each other and shape the human experience, and we will analyze how these categories affect daily life for people. Our intersectional analysis guides not just how we will understand complex lives in a stratified society, but how people have creatively resisted marginalization through intentional community-making, social movements, and artistic practice.

STUDENT LEARNING OUTCOMES

- Understand feminist perspectives on historical and contemporary aspects of gender, race, sexuality and their intersections in a U.S. context.
- Apply feminist perspectives to contemporary socio-cultural issues.
- Understand intersectional analyses, or the complex ways gender, sexuality, race, nation, ability, and class are intertwined through specific case studies.
- Develop critical thinking, reading, writing, and speaking skills.
- Use appropriate evidence to develop a written argument.
- Demonstrate critical thinking skills by evaluating main arguments, evidence, and the chain of reasoning present in a text.

PREREQUISITES/RECOMMENDED BACKGROUND
None

REQUIRED TEXTS
All texts available on Brightspace

COURSE WORK/EXPECTATIONS
Students are expected to complete reading assignments prior to each class meeting. This 4-unit course requires substantial work outside of class. Please be prepared to spend an average of nine hours every week on class-related learning activities. This includes reading, preparation for class, independent research, and writing papers.
Term: Spring 2019

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

Course Number: WGST 2200

Section Times/Days: M/W 12:30pm-2:10 & M/W 2:20pm-3:50pm

Instructor: Sullivan

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

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: WNST 3000/POLS 3998

SECTION TIMES/DAYS: T/R 11:20-12:50

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 especially 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:
This course is an upper division theory course. POLS majors and minors ought to have taken POLS 2000 (Foundations in Political Theory) prior to enrolling in this class. 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-POLS and non-WGST students welcome, provided they have some background in theory or philosophy!

REQUIRED TEXTS:
Mary Wollstonecraft, *A Vindication of the Rights of Woman* (Oxford Classics)
Iris Marion Young, *Justice and the Politics of Difference* (Princeton)
Gayle Salamon, *The Life and Death of Latisha King* (NYU)

RECOMMENDED TEXTS:
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).
TERM: Spring 2019

COURSE TITLE: Gender and the Military

COURSE NUMBER: WGST 3998

SECTION TIMES/DAYS: W 4:30-7pm

INSTRUCTOR: Andrea Plate

CORE AREA: N/A

FLAGGED: N/A

COURSE DESCRIPTION/PRINCIPAL TOPICS

This course is a study of contemporary issues involving gender in the military. The nature of America’s military is rapidly changing. Accordingly, among topics covered: military culture; hypermasculinity; women serving in combat; the integration of transgender persons on all fronts; the history and evolution of gay and lesbian persons in the military, from the earliest ban to the controversial policy of “Don’t Ask, Don’t tell,” to full inclusion today; and, on a lighter note, the consequences of inclusion: Why can’t gay men in the Navy wear nail polish? Etc. We will watch several award-winning documentaries about the younger generation serving today and discuss how the military affects society, and vice-versa.

STUDENT LEARNING OUTCOMES

TBD

PREREQUISITES/RECOMMENDED BACKGROUND

No prerequisites.

REQUIRED TEXTS

Reading: Scholarly journals, book excerpts and journalistic reports posted on Brightspace.

COURSE WORK/EXPECTATIONS

TBD
Term: Spring 2019
Course Title: Queer Theory
Course Number: WGST 4001
Section Times/Days: M/W 9:40am-11:10am
Instructor: Sullivan
Core Area: Writing
Flagged: Information Literacy

Course Description/Principal Topics

This advanced course provides students with grounding in contemporary conversations in Queer Theory. We will begin with a historical overview of the main themes and innovations of Queer Theory. The course will then shift focus to contemporary conversations in Queer Theory with a sustained attention to Queer of Color Critique. At the center of the course will be an interrogation and examination of the centrality of the lesbian/gay/bisexual subject and its relation to queer theory. The course will be guided by the following questions: What is meant by the term “queer”? What is the relationship between queer theory and LGBT politics? What is the relationship between queer and identity? What is occluded in the predominate narrative of the origins of queer theory? How are contemporary thinkers engaging these occlusions? What could it mean to queer queer theory? Students will engage these questions through a variety of sources. This course fulfills both the information literacy and writing flags in LMU’s core curriculum. Thus, assignments will heavily emphasize the mechanics of writing, a variety of modalities of writing, as well as the collection and evaluation of source material.

Student Learning Outcomes
- Articulate the history and major themes of queer theory.
- Identify and discuss current conversations in queer theory.
- Identify critical frameworks for thinking the intersection of gender, sexuality, and race in queer theory.
- To apply theoretical frameworks discussed in the course to evidence gathered from multiple sources.
- To organize information conceptually and logically, rather than chronologically.
- Develop and demonstrate critical reading and writing skills through multiple and varied writing practices.
Prerequisites/Recommended Background

Juniors/Seniors only

Course Work/Expectations

This is an upper division course that fulfills two core curriculum flags. To that end, students should expect a high work load.
Term: Spring 2019  
Course Title: Senior Seminar  
Course Number: WGST 4900  
Section Times/Days: Thursdays, 4:20-7:20  
Instructor: Sina Kramer  

Course Description/Principal Topics

This course is designed as a capstone for Women’s and Gender Studies majors. In this course, students will apply the knowledge and skills they have developed over the course of their education in Women’s and Gender Studies to mount a large-scale research project of their choosing. The readings for this course are designed to encourage a sophisticated view of research in the field, an opportunity to reflect on feminist research, and a sense of what it is to be a scholar. In that vein, the course follows a student-scholar model, encouraging students to become agents of their own learning, writing, and knowledge production. As the course progresses, the instructor will step back, taking on a mentorship role and letting students take the lead in creating and shaping their own learning environment.

Student Learning Outcomes

Students will learn to:

- Create and design an original research project;
- Develop appropriate research methodologies, utilizing interdisciplinary Women’s Studies methods, sources, and theory;
- Contextualize their scholarship in the larger field of Women’s and Gender Studies;
- Communicate their original research, as well as its implications for the study of gender, in written, oral, and creative form.

Prerequisites

This course requires that students be Women’s and Gender Studies majors or minors in their Senior year.

Required Texts

Booth et al., The Craft of Research  
Virginia Woolf, A Room of One’s Own  
Sarah Ahmed, Living a Feminist Life  
(Other texts TBA)

Course Work/Expectations

Students will be required to come prepared to lead discussion and to actively participate in class discussions, to take responsibility for becoming an independent researcher and writer, to produce an original work of independent research, and to present that research to our community of student/scholars at the WGST spring symposium.
COURSE TITLE: Service Learning

COURSE NUMBER: WGST 4000

SECTION TIMES/DAYS: Tuesdays 4-7 pm

INSTRUCTOR: Dr. Danielle Borgia

COURSE DESCRIPTION: We will use feminist lenses to study the social justice topics of homelessness, hunger, immigration, civic engagement, early childhood education, environmental justice/urban planning, the prison industrial complex, and trauma-centered approaches to public health, including domestic and intimate partner violence. Each member of our learning community will choose an organization that works on the main issue they choose to study, and do weekly service for that organization as they learn about the ways it supports its clients, and what historical, legal, and social realities have created the clients’ needs. Each student will collaborate with classmates working on the same topic to guide that week’s seminar discussion of those issues, based on our readings and experiences. Then these teams or individuals will present their final projects that build on our group work by combining their individual further research with experiences in the organization they have served. Please plan to be contacted before the semester starts for help in setting up your service learning internship.

STUDENT LEARNING OUTCOMES:

REQUIRED TEXTS: Available on Brightspace website.

PREREQUISITES/RECOMMENDED BACKGROUND: None.

COURSE WORK/EXPECTATIONS: Weekly oral and written 1 page critical responses; 4 hours of weekly community service chosen from a variety of community partners; an informal Service Learning journal with notes from your volunteer work; a final project consisting of a written 8-10 page paper or digital project, and presentation.