

**Term: Spring 2020**

**Course Title: Gender and Social Movements**

**Course Number: WGST 1000**

**Section Times/Days:**

**Instructor: Martinez-Tebbel**

**Course Description:**

This course introduces students to the interdisciplinary field of Gender and Women's Studies through an overview of the major issues, movements, and debates that have characterized the field. Students will gain an understanding of sex and gender identity and the systems of privilege and inequality through which they are produced and disciplined. This class offers an introduction to intersectional feminist theories and considers issues of race, class, sexuality, ability, and nationalism. Topics include bodies, borders, sex, power, labor, health, systems of justice and activism.

**Learning Outcomes**

After completing this course students will:

1. Understand the foundational inquiries and ideologies of the field of Gender and Women's Studies
2. Become practiced in reading, discussing, and grappling with interdisciplinary texts
3. Identify and explain systems of privilege and inequality, the normativities in which they traffic, and the ways in which they are embedded in policy and culture
4. Synthesize theoretical knowledge through discussion, writing, and the skilled analysis of cultural texts

**Prerequisites**

None.

**Required Texts**

All readings will be made available through Brightspace.

**Course Work/Expectations**

This is a discussion based class, as such your prepared and engaged participation is eagerly anticipated and required. We will meet synchronously via Zoom and supplement our work through asynchronous platforms. Assignments include a weekly reading journal, group work, midterm exam, short essays, and a final project and presentation.

**Term: Spring 2021**

**Course Title: Gender and Social Movements**

**Course Number: WGST 1000.02**

**Section Times/Days: Tuesdays and Thursdays, 9:50 – 11:20am ONLINE**

**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: TR 9:50-11:20am

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%), midterm paper (25%), group presentation (20%), and final paper (30%).

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

**COURSE NUMBER: WGST 1100**

**SECTION TIMES/DAYS: Monday, Wednesday, Friday 11:00 AM-12:00 PM, 2:00-3:00 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, *Little Fires Everywhere*/Celeste Ng. All other material will be accessible on our course website.

**COURSE WORK/EXPECTATIONS:** One recorded lecture and two Zoom discussions per week. Verbal participation in detailed discussions of our readings, including interactive group learning activities. Written responses and/or quizzes on the readings/visual texts as daily class preparation. One 5-7 page analytical paper on a pop culture representation of a BIPOC. Students will 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 from an intersectional feminist lens.

**Term: Spring 2021**

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

**Course Number: WGST 2200.01 and 2200.02**

**Section Times/Days: M/W 2:00-3:30pm and 4:00-5:30pm**

**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**

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.

**Term:** Spring 2021

**Course Title:** Gender, Race, & Sexuality

**Course Number:** WGST 1100

**Section Times/Days:** MWF, 12:30 PM – 1:30 PM ONLINE

**Instructor:** Dr. Sandibel Borges

### **Course Description**

This course critically examines structures of oppression, both historical and ongoing, and offers examples of what social justice can and does look like. Through an intersectional framework, students will develop the vocabulary and tools to think and speak about contemporary feminist issues, including gender and sex binaries, citizenship, colonization, prison, and reproductive justice, among others.

In this class, we firmly recognize the experiences of women, girls, femmes, queer, trans, gender non-conforming, and intersex people, breaking with the violence of gender and sex binaries and affirming the existence of multiple sexes and genders. With that, this course offers critical tools for understanding how gender, sex, race, class, and sexuality intersect and are shaped by systems of oppression, such as colonialism, capitalism, and white supremacy.

### **Student Learning Outcomes**

By the end of the semester, students will have developed feminist critical thinking skills and learned to historicize intersectionality. They will also have learned to:

- Define introductory feminist concepts.
- Differentiate between single-issue and intersectional approaches.
- Explain relevance of feminist perspectives in contemporary and historical issues.
- Illustrate the difference between systemic, institutional, and individual oppression.

### **Course Work/Expectations**

Students are expected to complete readings, actively participate in class discussions and online discussion forums, write short papers, and demonstrate active engagement with class material.

**COURSE TITLE:** Picturing Race and Gender

**COURSE NUMBER:** HIST 2400/WGST 2998

**SECTION TIMES/DAYS:** HIST 2400.01/WGST 2998.01 TuTh 1:50 p.m.-3:20 p.m.  
HIST 2400.02/WGST 2998.02 TuTh 3:50 p.m.-5:20 p.m.

**INSTRUCTOR:** Professor Constance Chen

**CORE AREA:** Satisfies the Studies in American Diversity (FDIV) Requirement

**HISTORY CONCENTRATION:** Race, Gender, and Culture

**COURSE DESCRIPTION/PRINCIPAL TOPICS:**

Using interdisciplinary approaches and cross-cultural perspectives, this class explores the ways in which visual imageries have been used to create and shape notions of race and gender, both reflecting and influencing socioeconomic relations and political modalities in the United States from the nineteenth to the twenty-first century. We will examine a wide variety of cultural productions such as artworks, political cartoons, museum exhibitions, television programs, films, photographs, music videos, and advertisements to analyze questions concerning the construction of gender-role expectations, interracial exchanges, and the establishment of national identities, among others.

**STUDENT LEARNING OUTCOMES:**

To acquire an understanding of the political and cultural significance of the construction and dissemination of racial and gender discourses through visual representations; to learn to unpack visual imageries and material culture as important historical sources; to analyze and discuss primary and secondary documents in order to gain a comprehension of the different approaches and methodologies that scholars from a multitude of disciplines and fields have used to examine American culture; and to synthesize and critically evaluate the information presented to develop independent points of view on how various peoples and communities have been portrayed, and in turn, have portrayed themselves.

**PREREQUISITES/RECOMMENDED BACKGROUND:**

None

**REQUIRED TEXTS:**

Readings will include *Exhibiting Cultures: The Poetics and Politics of Museum Display* (1992), *Culture Across Borders: Mexican Immigration and Popular Culture* (1998), *Comic Book Nation: The Transformation of Youth Culture in America* (2003), *Race Rebels: Culture, Politics, and the Black Working Class* (1994), and *Global Asian American Popular Cultures* (2016), among others.

**COURSE WORK/EXPECTATIONS:**

Students will be evaluated on the basis of their contribution to class discussions, work on analytical essays as well as other assignments and activities designed to delve further into the class topics and themes.

**Term:** Spring 2021

**Course Title:** Genders and Sexuality: Queer of Color Critique

**Course Number:** WGST 3500

**Section Times/Days:** MW, 2:00 PM – 3:30 PM ONLINE

**Instructor:** Dr. Sandibel Borges

### **Course Description**

“Queer of color analysis extends women of color feminism by investigating how intersecting racial, gender, and sexual practices antagonize and/or conspire with the normative investments of nation-states and capital” (Ferguson 2011).

In this class students will study the field of queer of color critique (QoCC). Using an intersectional lens, students will analyze the ways in which queer and trans people of color are targeted by systems of oppression, and the resistance they practice against these. As a class, we will look at how queer of color scholars, artists, and activists conceptualize and expand concepts such as desire, refusal, hope, future, and home. Students will further study the approach that queer of color critique has on racial capitalism, empire, labor, and the police state.

### **Student Learning Outcomes**

By the end of the semester, students will have learned to:

- Identify the unique field of queer of color critique.
- Historicize the field and understand its roots in Women of Color Feminisms.
- Explain and illustrate the multidimensionality of QoCC readings.
- Analyze contemporary/current situations utilizing QoCC tools and concepts.

### **Course Work/Expectations**

Students are expected to complete readings, actively participate in class discussions and online discussion forums, facilitate discussion, write short papers, and demonstrate active engagement with class material.

SEMESTER: Spring, 2021

COURSE TITLE: Women and Religion

COURSE NUMBER/SECTION: THST 3285.02

TIMES/DAYS: 3:50 to 5:20 PM, Tuesday / Thursday

INSTRUCTOR: L. Arik Greenberg, Ph.D.

CORE AREA: Integrations: Faith and Reason

FLAGGED: Information Literacy, Oral Skills

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

This course utilizes feminist theory and theology to analyze the religions of the world as they affect and are affected by women. Students connect major religious beliefs and practices to the oppression and liberation of women, employ feminist theory to analyze those beliefs and practices, and appreciate the roles that women play in shaping and re-shaping their religious traditions.

Select cultural and religious complexes and time periods will be investigated and engaged, as case studies exploring the places and lives of women in those examples, and deconstructing gender roles and imagery of the divine.

#### STUDENT LEARNING OUTCOMES

Throughout this course, students will:

- 1) Investigate select cultural and religious complexes and time periods, engaging gender roles and the lives and places of women in those examples.
- 2) Deconstruct varying conceptions of the divine, especially those which incorporate aspects of the feminine
- 3) Explore ways in which various religions are experiencing change led by women, or affecting women.
- 4) Become conversant with the writings of or about various historical women, including mystics, leaders, and theologians, and deeply comprehend the ways in which they impacted their culture and religion.

#### PREREQUISITES/RECOMMENDED BACKGROUND

Juniors & Seniors Only; it is strongly recommended that the student have some prior study in Theological Studies, particularly lower division classes.

#### REQUIRED TEXTS

Roy C. Amore, Amir Hussain, and Willard G. Oxtoby, editors. *A Concise Introduction to World Religions, Fourth Edition*. Toronto: Oxford University Press, 2019. ISBN13: 9780190919023

Karen King, *The Gospel of Mary of Magdala*. Santa Rosa, California: Polebridge Press, 2003. ISBN 0944344585

Ross Kraemer, *Her Share of the Blessings*. New York: Oxford University Press, 1992. ISBN: 0195086708

Karen Jo Torjesen, *When Women Were Priests*. New York: HarperSanFrancisco, 1995. ISBN 0060686618

Selected readings on Brightspace, including The Gospel of Mary, The Martyrdom of Perpetua and Felicitas, the Gospel of Philip, Julian of Norwich, Teresa of Avila, among others.

#### COURSE WORK/EXPECTATIONS

Reading intensive (minimum 100-200 pages per week)

Discussion intensive, seminar style format

3 reflection papers (approx. 5 pages)

1 term paper (approx. 12-15 pages)

**Term: Spring 2021**

**Course Title: Gender and Disability**

**Course Number: WGST 3998**

**Section Times/Days: Tuesdays and Thursdays, 2:30 – 4pm ONLINE**

**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.

SEMESTER: Spring 2021

COURSE TITLE: Sex & the City of God

COURSE NUMBER/SECTION: THST 3237.01

TIMES/DAYS: TR 9:50-11:20

INSTRUCTOR: Sheilah Jones, Ph.D.

CORE AREA: Faith & Reason

FLAGGED: Writing

#### COURSE DESCRIPTION/PRINCIPAL TOPICS

In *Sex & the City of God* (SATCOG) we will explore the intersection of Christianity, power, sex/uality, gender, and our racial caste system. We will do so through critical reading and discussion of recent American academic and socio-political discourse. As a community we will dig into a range of primary and secondary sources within diverse groups. These will include the perspectives of LGBTQ+, women, men, and persons of color as well as Christianities. This interdisciplinary course includes the methodological paradigms of theological hermeneutics, feminism, sociology, philosophy, history, and social policy.

STUDENT LEARNING OUTCOMES: As a student in SATCOG you will be able to demonstrate orally and in writing your abilities to:

- Critique the reasoning of a variety of constructions of power, gender, sexuality, and race in current American and Christian cultures
- A deep understanding of the intersections of constructions of gender, sexuality, and racial caste, within varied social and cultural contexts in Christian and American culture
- Analyze the intersections between constructions power, gender, sexuality, and race in current American and Christian cultures
- Form and articulate personal opinions on course topics using appropriate, credible evidence to support ever more sophisticated arguments
- Present an ever more nuanced, analytical, and refined approach to issues related to issues related to power, sexuality, sex, gender, racial caste and Christianity

PREREQUISITES/RECOMMENDED BACKGROUND: 1000-level THST course

#### REQUIRED TEXTS

- *Moral Combat: How Sex Divided American Christians and Fractured American Politics*. R. Marie Griffith (Basic 2017)
- *Queer Christianities: Lived Religion in Transgressive Forms*. Kathleen T. Talvacchia, et al., (New York University Press, 2015)
- Additional required texts, podcasts, and videos will be available on BRIGHTSPACE and through the Hannon Library databases

#### COURSE WORK/EXPECTATIONS

25% Attendance  
25% Quality of Participation:  
20% Weekly 1-page Discussion Prep Essays  
30% Unit Essays

**TERM:** Spring 2021  
**COURSE TITLE:** Women in French  
**COURSE NUMBER:** FREN 4530.01 CRN 74946  
WGST 3998.02 CRN 75586  
**SECTION TIMES/DAYS:** 9:50-11:20 AM TR  
**INSTRUCTOR:** Prof. Véronique Flambard-Weisbart

**COURSE DESCRIPTION / PRINCIPAL TOPICS:**

Women Beyond Borders--This course deals with some of the issues raised in French / francophone women texts (writings and films) from the second half of the 20th century to the present, such as feminist literary theory, the writing of female desire, the (re-)creation of (sex-) identity, and gender and / or racial equity. For students taking the class as FREN 4530 to complete a minor or major in French, all written works and oral group work will be in French. For students enrolled in WGST 3998, French films will be available with English subtitles and texts will be in English translation. The class will be conducted in both French (groups) and English.

**STUDENT LEARNING OUTCOMES:** Upon completion of this course, successful students will:

- have been introduced to selected works of women who write / direct in French.
- be able to trace the evolution of women's works in French from the mid-20<sup>th</sup> century to the present through selective women authors and directors.
- have gained an understanding of the nuances and diversity of French / francophone works by women.
- have acquired an informed perspective on selected issues raised by the works of French / francophone women writers / directors.
- have expanded their reading and writing abilities in French (FREN 4530), as well as developed critical thinking.
- have improved their aural, oral and written language skills in French (FREN 4530).

**PREREQUISITES / RECOMMENDED BACKGROUND:**

For students in FREN 4530, at least one course at the FREN 3000-level or with instructor's consent. No prerequisites for students enrolled in WGST 3998.

**REQUIRED TEXTS / FILMS:**

TBA (selective works by Akerman, Beauvoir, Breillat, Cixous, Denis, Duras, Ernaux, Nothomb, Perelmuter, Sarraute, Varda, Wittig, etc)

**COURSE WORK / EXPECTATIONS:**

Asynchronous & Synchronous Participation including Oral Reports / Group Work / Weekly Journal / Midterm and Final Exams.

**Term: Spring 2021**

**Course Title: Queer Theory**

**Course Number: WGST 4001**

**Section Times/Days: MW 6:10-7:35pm**

**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.

**COURSE TITLE: Sex, Trade, and Trafficking**

**COURSE NUMBER: WGST 4100**

**SECTION TIMES/DAYS: section 1 TR 11:50-1:20pm**

**INSTRUCTOR: Professor Stella Oh**

**CORE ATTRIBUTES: Interdisciplinary Connections; Writing Flag**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

This is an interdisciplinary course that explores the issues of sex, trade and trafficking through the lenses of literature and the law. We will examine the intersections of gender, race, class, and nation and its relationship to sex trafficking, public policy, legal interventions and advocacy. In class, students will read graphic novels, short stories, as well as legal briefs and academic scholarship on the topic of human trafficking. The course will also explore the various systems that influence the trafficking of human beings such as war, economics and increasing globalization. This course fulfills the core curriculum requirement for Interdisciplinary Connections and is approved for a writing flag.

**STUDENT LEARNING OUTCOMES:**

- 1) Students will learn to understand domestic and international sex trade and human trafficking.
  - Assessed by final research paper, critical blog responses, group project
- 2) Students will learn about the complex systems that shape human trafficking such as war, economics, globalization, and technology.
  - Assessed by final research paper, critical blog responses, group project, OpEd assignment
- 3) Students will be able to analyze the intersections of gender, race, class, and nation in relation to human trafficking, legal policy, and advocacy.
  - Assessed by final research paper, critical blog responses, group project
- 4) Students will value social movements around human trafficking.
  - Assessed by group project

**PREREQUISITES/RECOMMENDED BACKGROUND:**

Juniors and Seniors only

**REQUIRED TEXTS:**

All readings will be on reserve on the course Bright Space page.

**COURSE WORK/EXPECTATIONS:**

Participation 5%; Op-Ed piece 20%; Critical Reflection Blogs 30%; Final Research Paper 30%; Group Presentation 15%.

**Term: Spring 2021**

**Course Title: Senior Seminar**

**Course Number: WGST 4900**

**Section Times/Days: Thursdays, 6:30-9:30 ONLINE**

**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*

Sara 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. This course carries both an oral skills flag and a writing flag.