

WGS 101 Introduction to Women's, Gender, and Sexuality Studies

An introduction to Women's, Gender, and Sexuality Studies and to its perspectives. The course will use interdisciplinary perspectives to begin to examine the categories of gender and sexuality, as they intersect with race, ethnicity, class, nationality, disability, and other sites of social inequality. General Education Requirements: Ethics, Social Contexts and Institutions, and Cultural Diversity and International Perspectives (**0001**, MW, 2:00 -3:15 pm, Lydia Balestra) (**0003**, MWF, 10:00-10:50 am, Lydia Balestra) (**0004**, TTH, 9:30 – 10:45 am, Nancy Lewis)(**0005**, TTH, 12:30 -1:45 pm, Cam McDonnell) (**0401/0991**, Mary Okin, Online) 3 CR.

WGS 205 Intro to Feminist & Critical Data Analysis

This course explores data and its role in presenting and obscuring disparities of marginalized groups including but not limited to gender, race, ethnicity, (dis)ability, indigenous, sexuality, and class. The course will use technology to access, analyze and critique data while also reading about and discussing relevant theoretical lenses and the role western traditions of knowing have had in the creation of these data. General Education Requirements: Quantitative Literacy and Social Context and Institutions (**0001**, TTH, 2:00 – 3:15 pm, Kevin Roberge) 3 CR.

WGS 206 / ENG 229 Topics in Women's Gender, and Sexuality Studies: Investigating Equity

This course seeks to reorient the discussion of "diversity" (in various forms) as a likely outcome of "equity" - taking as its premise that equitable practices and mindsets result in inclusion, and inclusivity leads to diversity. Students will begin with a survey of contemporary images associated with the term "equity" and move to usefully differentiate between equity and equality through interacting with a series of TedTalks and podcasts. Building on Brenda J. Allen's work in *Difference Matters: communicating social identity* (2011), students will consider various forms of privilege through perceptions of gender, race, social class, sexuality, ability, and age. After identifying privileges at work in historical and contemporary contexts through documentary films, students will return to and refine their understanding of equity in light of those privileges. Throughout the term, students will construct multimodal projects to represent the way/s that their everyday choices might shape their own and other's experiences of equity. This class is designed to be highly collaborative and participatory. **Gen Eds:** Artistic and Creative Expression; Ethics (**0001**, TTH, 11:00 -12:15 pm, Mary Plymale-Larlee) 3CR.

WGS 260 Gardening as Social Justice

This course provides an introductory look into the detailed study of gardening as both a site of social justice and as an amateur or professional practice. The practice of gardening is rooted in the histories of feminism, Native American studies, class and food insecurity, racial (in) justice, and more. This class will engage with the history and practice of gardening through an intersectional lens, to see how marginalized populations have reclaimed gardening to meet their needs. Students will also learn some of the scientific and ecological practices behind gardening. Students will work to design their own garden space, modifying and adapting their design as each week goes on, and will end the semester with a garden design of their own that has taken issues of social and environmental justice in mind. **Gen Eds:** Creative and Artistic Expression (**0001**, MWF, 10:00 – 10:50 am, Jennie Woodard) 3 CR

WGS 301 Topics in Labor Studies – Women, Work, and Labor Activism

This course examines women's symbiotic and changing relationships with work, their historical importance and contributions to labor and political activism, and the nexus between feminism and unionism from colonial times to the present. The course will explore these topics primarily in the context of the United States, but also in other world areas, using primary and secondary sources in U.S. women's and labor history, and global case studies. We will analyze the ways in which gender has historically intersected with race, class, colonial relations, and war to create challenges and reinforce the continuity (and disruptions) of women's work experience. We will also study the critical issues affecting women in today's global workplace and women's attempts to address these issues through union organizing, civic engagement, and feminist activism. This course does not require prerequisites. (0190- TTH, Online, 2:00 pm – 3:15 pm, An Nyguen) 3 CR

WGS 301 Family Systems that Harm and Pathways to Healing

In this course we will examine the various patterns that exist in certain family systems that consciously or unconsciously harm one or more of their own members, such as families where alcoholism is present, where there is physical, verbal, emotional, or sexual abuse. We will examine concepts such as scapegoating in family systems, gaslighting, projection, denial, inter-generational trauma, domestic violence, sexual abuse, sibling abuse, family "rules" as well the way in which family narratives and stories often silence the narrative of abuse and privilege the stories of some family members over others. As a system, the family unit would ideally support and protect all of its members; however, we will explore what happens in families when this is not the case and give voice to the stories of the most vulnerable members in a family system, the targeted individual, scapegoat, "black sheep," or "identified patient." We will explore these types of family dynamics across racial, ethnic, class groups and investigate these patterns through the lens of gender as well. We will also examine the various strategies that targeted individuals in families have used to break free from harmful family dynamics, including the role of the first-person narrative (autobiographical writing), expressive arts as therapy (dance, music, art therapy), as well the role of professional counseling. We will draw on

a range of literature in this course, including clinical mental health literature but also anthropological, sociological and literary sources to examine the harms that are sometimes done within the most intimate social system in society, the family, harms that are then frequently silenced. The theoretical models employed in our analysis will include feminist pedagogical, sociological, clinical counseling, and family and systems theories.

(0990- Online, Mary Okin) 3CR.

WGS 303 Social Move, Media & Change

This course considers the roles of gender, race/ethnicity, sexuality, age, religion, and nationality in relation to an understanding of social movements and social change in the Modern Middle East from the 19th century to the present. The course will also assess different varieties of feminism and women's movements such as the rise of the women's press in Egypt and Turkey in the early 1900s, anticolonial activism in the 1940s-1960s, the Arab Spring, contemporary LGBTQ+ activism, and the current Iranian protests for "Woman, life, freedom!" ("Jin, jijan, azadi!"). Alongside secondary sources, students will examine primary sources produced by these movements – pamphlets, posters, memoirs, and even YouTube videos and Instagram posts. No prior knowledge of Middle Eastern history is required, and all course materials will be available in English. (0001, MWF, 1:00 pm – 1:50 pm, Kara Perruccio) 3CR.

WGS 499 Direct Study Women, Gender and Sexuality

*Fulfilled by either WGS 410 or WGS 411, to be taken with a 0-credit WGS 499

To request an accommodation, contact Student Accessibility Services at 581-2319.

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Contact: umaine.wgs@maine.edu or 207-581-3439

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