

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 (001, TTH, 11:00 am-12:15 pm, Kara Peruccio) (003, TTH, Staff, 2:00 pm-3:15 pm, Emma Schroeder) (004, TTH, 3:30 pm-4:45 pm, Taylor Houdlette) (0500, MWF, 10:00am-10:50am, Lydia Balestra) (0501, TTH, 12:30 pm-1:45 pm, Cam McDonnell) (0990, Mary Okin, Online) (0991, Sarah Dyer, online) 3 CR.

WGS 103 (500 and 501) Introduction to LGBT Studies

Introduces the major perspectives and issues in lesbian, gay, bisexual, transgender and queer studies, including histories and institutions, identities and representations, and cultures and subcultures. General Education Requirements: Social Contexts and Institutions, and Cultural Diversity and International Perspectives (0500, TTH, 9:30 am-10:45 am, Nancy Lewis) (0501, MW 3:30 pm – 4:45 pm, Nancy Lewis) 3 CR.

WGS 201(001)/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. 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 the privileges at work in various contexts, students will return to and refine their understanding of equity in light of privilege. At the end of the term, students will construct multimodal projects to represent the way/s that their everyday choices might shape their own and other's experience of equity. This class is designed to be highly collaborative and participatory. (001, TTH, 11:00 am-12:15 pm, Mary Plymale Larlee) 3 CR

WGS 201(0990)/SOC 240 Gender/Race/Class/Mental Health

In this course, we will adopt an interdisciplinary approach to exploring mental health from the perspective of gender. We will examine various mental disorders and their relative occurrence among men and women, including eating disorders, depression, anxiety, bipolar disorder, schizophrenia, personality disorders, alcoholism, and post-traumatic stress disorder. We will also analyze the ways in which other factors intersect with gender in mental health, such as class, race, age, sexual preference, and gender and sexual identity. Our examinations will focus on the US but also draw on examples from international sources as well to bring this topic into global context. Our readings will be multidisciplinary and will draw on a variety of theoretical models, including sociological theories of mental illness, such as labeling theory, as well as feminist theoretical considerations. We will also read personal accounts of those who have treated people with mental health issues as well as those who have been diagnosed as being mentally ill. Satisfies the General Education Social Contexts and Institutions Requirement. (0990, Mary Okin, Online, WGS) 3 CR.

WGS 205 (001) 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 (001, MW, 2:00-3:15, Kevin Roberge) 3 CR.

WGS 280(001)- Topics in WGS: Intersectionality and Social Movements

A bridge between introductory WGS courses and more focused WGS courses, WGS 280 explores topics from WGS 101 and WGS 103 such as transnational feminisms, queer theory, and ecology through intersectional perspectives which reveal the interconnected and overlapping nature of social categories such as gender, class, and race. Through close examination of a variety of texts dealing with equity and diversity, students connect pedagogies and

theories to activism, self-reflection, and social movements. General Education: Cultural Diversity and International Perspectives. WGS 101 is recommended prerequisite (001, TTH, 3:30 am-4:45 am, Kevin Roberge) 3 CR

WGS 301,(001)/CRJ 219: Police and Society, Policing Race and Gender

From a sociological perspective, students will explore the origins of American policing and its relationship to race, class, gender, sexuality, and disability. Moreover, the course will focus on police violence against women of color and LGBTQIA communities, as well as the uprisings led by these directly impacted people to resist this violence. This class will also explore contemporary policing tactics and operations including police militarization, the War on Drugs, broken windows, and community policing and the impact these have had across race, class, gender, and sexuality and their intersections. (001, TTH, 9:30 am-10:45 am, Brian Pitman) 3 CR.

WGS 360(001) Gender and Cinema

This course provides an introductory look into the detailed study of cinema and its influence on and reaction to contemporary social issues, including the construction of masculine and feminine identities, motherhood and the family, sexuality, socioeconomics, race, and standards of beauty. Students will learn not only how the social messages of the film's content provides insight into the role of women in society, but also how visual cues such as lighting, costuming, and sound contribute to social commentary. CR. 3 (0001, TTH, 2:00 pm-3:15 pm, Jennie Woodard) CR. 3

WGS 395 (001) Internship in WGS

Approved work experience for departmental majors in the application of WGS-related topics to practical, theoretical or research problems in any public service agency, business, or other setting approved by the program. Requirements include an initial written application showing the projected experience and its relevance to WGS, periodic logs or summaries, plus a final written report. Department approval required - contact Elizabeth Neiman CR. 1-6

WGS 410(001)/PHI 236 Feminist, Gender & Queer Theory

An introduction to the overlapping but sometimes conflicting traditions of feminist, gender, and queer theories. General Education Requirements: Ethics; Prerequisites: 6 hours of WGS courses, including WGS 101, or permission. (001, TTH, 2:00 pm-3:15 pm, Elizabeth Neiman) 3 CR

Departmental Electives in Women's, Gender, and Sexuality Studies

CHF 351 Topics in Family Studies: Human Sexuality Sandy Caron, Online

CHF 404 Topics in Child Development and Family Life

- (990) **Conflict and Violence in Intimate Relations**, Renate Klein, Online

- (991) **International Perspectives on Gender and Violence**, Renate Klein, Online,

CHF 451 Family Relationships, Ian Cameron, MW 2:00-3:15

ENG 246 American Women's Literature, TBD, TTH 8:00-9:15

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

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Contact: kelly.j.brown@maine.edu or 207-581-3439