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 (**011, TTH, 12:30 am-1:45 pm, Cam McDonnell**) (002, TTH, 9:30 am-10:45 am, Jennie Woodard ) (003, MWF, 1:00 pm-1:50 pm, Kara Peruccio) (004, MW, 2:00 pm- 3:15 pm, Emma Schroeder)(0500, TTH, 11:00am-12:15 pm, Lydia Balestra) (0990, Mary Okin, Online) (0991,Mary Okin, online) 3 CR. (** Section above is RLE Course)

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/SOC 240 Men and Masculinities
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 201/HTY 199 Problems in History: History and Fantasy Literature
This course provides an introduction to fantasy literature and then uses contemporary 21st-century novels to engage with some of the major topics and themes that are encountered in the field of Middle Eastern history. Through our major texts--Girl, Serpent, Thorn by Melissa Bashardoust (2020), The City of Brass by S.A. Chakraborty (2018), and The Haunting of Tram Car 015 by P. Djèlí Clark (2019)--we will explore how fantasy texts published within the past 5 years provide accessible and active engagement with historical subjects, events, people, and ideas. Not only will we examine how these stories interpret and present history, but we will also analyze them as a space for cultural, social, and political commentary of today. We will discuss themes such as gender and sexuality, empire and colonialism, religion, politics and political discourse, and more. (002, MWF, 12:00 pm – 12:50 pm, Kara Peruccio) CR 3

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, MWF, 11:00 am-11:50 am, Kevin Roberge) CR 3.

WGS 206(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 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 (001, TTH, TBA, Mary Plymale-Larlee) 3 CR

*(This course is listed in Mainstreet as WGS 201 only the number will be changed and updated in Mainstreet shortly to what is above)*

**WGS 230(001) Women, Health & Environment**

This course examines the impact of man-made contaminants and constructs on human health. Using a feminist lens, students will explore the connections between health issues such as cancer, autoimmune disease, infertility and gender transition and hazards that can impact health, such as non-biodegradable synthetic organic compounds, nuclear radiation, hormone treatment, and nutrition. Standard scientific approaches will be combined with feminist analyses, using the interlocking matrices of gender, race, class, and other asymmetrical systems. Agency for pollution will be examined from the personal to the global levels. Students will consider possibilities for conscious change, strategies for implementing them, and be encouraged to engage in transformative work. 8-week class. (0990, Online, Katherine Glover) CR 3

**WGS 250(001) Women and Music**

Women have a rich and varied tradition as composers and performers. Although this tradition has been ignored in the past, it has recently become the focus of much research and scholarship throughout the world. This course will examine the lives and works of notable women composers and performers throughout history, from Hildegard von Bingen (12th century) to the present. Class sessions will include listening to a wide variety of music, both recorded and live. **Gen Eds:** Artistic & Creative Expression and Cultural Diversity & International Perspectives. WGS 101 or permission. (001, Mondays, Laura Artesani, 5:30 pm- 8:20pm) 3 CR.

**WGS 260(001)- 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 (001, MW, 2:00- 3:15 pm, Jennie Woodard) 3 CR

*(This course should be in Mainstreet very soon it’s a new course)*

**WGS 371(001) ENG 371 Border Crossing: Gender Perspectives on Modern Migration**

In response to ongoing global crises of displacement and migration, writers and artists are constantly inventing ways to circumvent, challenge and soften contested borders of nation, culture, and language. Through the lens of border studies theory, and by examining diverse writing on and about borders, displacement and diaspora, this course investigates literary modes of international and intercultural border crossing and facilitates a range of multi-genre written explorations of different intercultural crossings. (001, TTH, 3:30 pm- 4:45 pm, Rosalie Purvis)

**WGS 401 /CMJ 405 – Advance Topics: Gender in Communication**

The course will examine gender and/in communication within cultural, institutional, and relational contexts. We will utilize theories and research to understand how cultural ideas about gender shape communication practices and conversely how mundane communication behaviors produce, challenge, and transform gender(ed) identities and ideas. We will also explore how gender(ed) practices and social systems intersect and interact with cultural norms involving sexuality, race, nationality, social class, age, ability, and other social identities. Through course research activities, students will be expected to critically consider the impacts of the communicative and intersectional production of gender on their/our social worlds. Not open to first year students (001, TTH, 9:30 am – 10:45 am, Liliana Herakova) 3 CR

**WGS 411(Previously 395) Internship in Women’s, Gender, and Sexuality Studies**

Students pursue internships in workplaces such as businesses, non-profits, and other organizations. Course meetings provide students with faculty mentorship, opportunities to troubleshoot their internship work with peers, and related course content. Topics covered may include diversity/equity/justice in the workplace, social justice in the community, correlation between academic courses and the workplace, and career-exploration/preparation. For each topic, strategies for improving workplace communication are also covered. Each student will design their internship in consultation with their host organization and the course instructor such that it meets their specific interests/goals. Internship work will vary, but typically includes activities such as research, ideation, communication, writing, public relations, editing, content development, community organizing, and other related activities. **Gen Eds:** Option to take as Capstone (001, TTH, 11:00-12:15 pm, Kathryn Swacha) CR 3

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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