Hello all,

The Women and Gender Studies Program is the longest-standing feminist studies program in Northern New England, and continues to be one of the most vibrant. I am honored to step into the position of Director this year, and grateful to have Meaghan LaSala join me as the Assistant to the Director. We are both excited about the opportunity to work with faculty from across the university, and with students committed to feminist, gender and sexuality studies. We look forward to continuing WGS’s relationships with its excellent community partners.

This spring, WGS is offering courses ranging from “Introduction to Women and Gender Studies” to “Contemporary Feminist Theories,” “Beauty Culture and the Modern Girl.” We also offer many courses cross-listed with other departments, so declaring a double major or minor is easy. If you have any questions, please send us an email, call the office, or just drop in at 94 Bedford Street.

Sincerely,

Professor Lisa Walker
Director, Women and Gender Studies
lwalker@maine.edu
207-780-4311

GSSO
The Gender Studies Student Organization is a group for students who are interested in gender and feminist politics. We are anti-racist, queer friendly, and open to all students! We organize panel discussions, workshops and other events that examine contemporary social issues through a gender-conscious lens. Our meetings are Mondays from 3pm to 4pm in the Women and Gender Studies House on the Portland campus (94 Bedford St). Contact Emily Harris for details: emily.r.harris@maine.edu.

Student Spotlight

Emma Wynne Hill | WGS Minor
Older Transgender Adults and Healthcare: A Qualitative Study

I am a Social Work student with a Women and Gender Studies minor. I am one of a handful of undergrad students at USM who were awarded the Undergraduate Research Opportunity Program fellowship—a stipended fellowship that supports students in carrying out original research. Through in-depth interviews, I hope to uncover the medical narratives of older transgender adults. Those experiences, along with provider and policy maker competence around trans-inclusive care vitally shape this population’s ability to access healthcare. Older transgender individuals have been largely ignored in both gender studies and gerontological research. I hope for this study to act primarily as a way to collect and disseminate their stories and concerns in their

For more information about how to get involved in the fellowship program, search for UROP on the USM website.
Fulfilling your Core Courses with WGS

Entry Year Experience:

**EYE 109 “Gender, Representation, and Resistance”** Drawing on many disciplines, EYE 109 asks, what is gender and how is it represented historically and cross-culturally? Students consider the impact of mass media, education and political discourse on gender construction, and explore the liberating power of pleasure. Books assigned for this course may include: Gender by R.W. Connell, Woman at Point Zero by Nawal El Saadawi, and Guerilla Girls Bedside Companion to the History of Western Art by the Guerrilla Girls.

**Socio-Cultural Analysis:**

**WGS 101 “Introduction to Women and Gender Studies”** This course considers the economic, political, and social status of women and men and how ideas about femininity/masculinity and feminisms are promoted through the media and other vehicles of culture. Books used by this course have included: Reviving Ophelia: Saving the Souls of Adolescent Girls by Mary Pipher, Dude, You’re a Dog by C. J. Pascoe and Feminist Frontiers by Richardson, Taylor & Whittier.

**Cultural Interpretations:**

**WGS 201 “Women, Knowledge and Power”** examines the relationship between gender, assumptions about truth, and the ways both affect how we experience the world. Books from past sections of the course have included: The Creation of Feminist Consciousness by Gerda Lerner, A Room of One’s Own by Virginia Woolf, Handmaid’s Tale by Margaret Atwood, and Black Feminist Thought by Patricia Hill Collins. Ethical Inquiry: Social Responsibility & Citizenship

**WGS 380 “Politics of Difference”** explores some of the consequences of using such identity categories as race, nationality, religion, and sex to shape culture and gender relations within it. Books assigned for this course have included: Gender Outlaw by Kate Bornstein, How Does It Feel to be a Problem by Moustafa Bayoumi, Harvard and Shireen Ebadi.

**Diversity:**

**WGS 201: Women, Knowledge and Power AND WGS 390 “Contemporary Feminist Theories”** introduces students to such feminist theoretical approaches as post-structuralism, Marxism, psychoanalysis, critical race theory, and post-colonialism. The focus of the course is the intimate relationships between feminist theories and feminism.

Many WGS courses also satisfy the International requirement, and a WGS minor satisfies the “Cluster” requirement.

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**REQUIREMENTS FOR THE MAJOR AND THE MINOR**

14 Core Courses are required for the WGS major:

6 Core Courses

**WGS 101 Intro to Women and Gender Studies**—or—**EYE 109 Gender, Representation and Resistance**—plus—

WGS 201 Women, Knowledge and Power

WGS 380 Politics of Difference

WGS 390 Contemporary Feminist Theories

WGS 490 Capstone Experience

WGS 485 Internship or WGS 486 Thesis

2 WGS Topics Courses from among these categories:

- Science, Technology and Health
- Culture and the Arts
- History and Resistance
- Gender and Institutions

6 Approved Elective Courses

A list is available at www.usm.maine.edu/wgs/courses

6 courses are required for the WGS minor:

1 Core Course at the 100-level

**WGS 101 Intro to Women and Gender Studies** —or— **EYE 109 Gender, Representation and Resistance**

1 Core Course at the 200-level

WGS 201 Women, Knowledge and Power

1 Core Course at the 300-level

WGS 380 Politics of Difference or WGS 390 Contemporary Feminist Theories

3 Approved Elective Courses

A list is available at www.usm.maine.edu/wgs/courses

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**WGS 345/ PHI 245: Africa, Social Justice and Exile**

Portland: 1:15PM – 4:00PM Prof. Kate Winninger

Why are people forced to leave Africa? Where do exiles go? What makes it difficult to return? This course examines exile and its effects on Gender, Class and Culture. Looking at personal narratives, original documents, short stories, visual culture and theories of social justice, we will consider moral issues in the post-colonial landscape of Africa.

**WGS 355/ HLT 394: Women, Work and Resistance in Film**

Portland: 10:40AM – 1:40PM Prof. Eileen Eagan

This course will use films, as well as readings, to examine the portrayal of women, work, and the history of working women’s resistance. Their resistance, as well as activism, has been in response to low pay, limited opportunities, and dangerous conditions in the workplace (which male workers often also experienced), but also was aimed at dismantling the patriarchal system. This course uses films, and analysis of them, to help portray and analyze the role of female workers and the labor movement. We will consider the ways in which the forms of feature film and documentaries, and changes in those genres, have affected the portrayal of women and work and the way in which viewers interpret those portrayals. We will also briefly look at ways in which women workers have been presented in other cultural forms. 3 credits.

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**WST 365 / SWO 599/399: Sexual Harassment in Education and Work**

Portland & Online

TH 8:45AM – 11:25AM Prof. Susan Fineran

This course examines sexual harassment and bullying occurring in the workplace and education from a mental health and sexual violence perspective. Students will acquire skills in assessing individuals who have experienced sexual harassment or bullying and utilize current practice interventions regarding post traumatic stress disorder, depression and other negative mental health outcomes. Intervention techniques will be identified for individuals and groups, experienced in personal, social and organizational situations. We will also consider the interplay of interpersonal, environmental and cultural forces that influence discriminatory behavior of individuals and companies will also be explored based on current theory and research. In addition to evaluating treatment options for sexual harassment or bullying victimization, students will also analyze and evaluate strategies for preventing sexual harassment and bullying in schools and the workplace. 3 credits.

**WGS 390: Contemporary Feminist Theories**

Portland: 10:00AM – 11:25AM Prof. Susan Feiner

This course will introduce students to such feminist theoretical approaches as post-structuralism, Marxism, psychoanalysis, colonialism, and post-colonialism. The focus of the course is the intimate relationships between feminist theories and feminist practices, locally and globally. 3 credits.

**WST 470: Independent Study**

Prof. Lisa Walker

This course provides junior and senior students with the opportunity to pursue a project independently, concentrate on a particular subject of concern, or conduct individually arranged reading or research studies under the advice and direction of a faculty member. Prerequisites: junior or senior standing and permission of the director. 1 - 4 credits.

**WST 485: Internship**

Portland: 8:00AM – 11:25AM Prof. Jim Messerschmidt

The internship requires students to work closely with a group, business, or organization for one semester, and to conduct research on a related topic to be presented at the annual undergraduate research conference “Thinking Matters.” Prerequisites: senior standing and Women & Gender Studies major or minor. 6 credits.

**WST 488: Thesis**

Prof. Lisa Walker

The thesis allows students to pursue guided research on a topic of their choosing. The minimum length for a thesis is 30 pages and includes a substantial bibliography. Thesis students should choose three readers, including an advisor whose interest and scholarship are in line with the students’ research. Prerequisites: senior standing and Women & Gender Studies major or minor. Offered in the spring semester only. 4-6 credits.

**WGS 490: Capstone Experience**

Portland: M 1:15PM – 2:30PM Prof. Lisa Walker

All students enrolled in either the internship or thesis option are required to participate in a capstone seminar. Students are expected to co-enroll in WST 490 and WST 485 or 486. 2 credits.
Women & Gender Studies
Spring 2016 Course Listings

Women & Gender Studies courses are now found in Mainstreet under WGS (not WST).

WGS 101: Introduction of Women & Gender Studies
Portland M/W 10:15AM-11:30AM Prof. Lorrayne Carroll
Gorham T/TH 11:00-12:15PM Prof. Sarah Lockridge
Portland M 4:10PM – 6:40PM Prof. Wendy Chapkis
Portland T 4:10PM – 6:40PM Prof. Wendy Chapkis
Web/Online Prof. Kim Simmons
This course explores from a variety of perspectives the following inter-related themes and topics: the economic, political, and social status of women as a group and in discrete cultural contexts; the politics of representation, or how ideas about femininity and feminism are promoted throughout the media and other vehicles of culture; the construction of "consciousness," both through the media and through feminist tactics; women and collective action in the past, present, and future. Students are expected to practice their writing skills through formal essays. Satisfies core requirement for socio-cultural analysis. 3 credits.

EYE 109 Gender, Representation, and Resistance
Portland M/W 11:45AM – 1:00PM Prof. Kate Winninger
Drawing on many disciplines, EYE 109 asks, what is gender and how is it represented historically and cross-culturally? Students consider the impact of mass media, education and political discourse on gender construction, and explore the liberating power of pleasure. 3 credits.

WGS 201: Women, Knowledge & Power
Portland T/TH 1:15 – 2:30 Prof. Sarah Lockridge
This course examines the ways in which the politics of knowledge production shape both global North and South cultures and their gender relations. It explores the role of educational institutions as they function to promote antifeminist culture, and the ways women have historically resisted, subverted, appropriated, and reformed traditional bodies of thought. Attention will be given to how competition, intimidation, and other factors have inhibited the formation of feminist communities of scholars/learners. Students will practice different modes of interpretation and writing, including personal narrative, socio-historical work, and contemporary cultural analysis. 3 credits.

WGS 245: Women, Arts, & Global Tourism
Web/Online *Fulfills Non-Western Requirement* Prof. Sarah Lockridge
Drawing on many disciplines, WGS 245 explores themes related to the tourism industry, including its role in shaping global cultural and economic trends, the representation of gender in tourism, and the ways in which tourism can be understood as a form of global power. Students will have the opportunity to analyze the role of tourism in shaping global political and cultural systems, and to consider the implications of this analysis for their own lives and for the future. 3 credits.

WGS 355: Beauty Culture and the Modern Girl: Theorizing Femininity
Portland M/W 2:45PM – 4:00PM Prof. Lisa Walker
This class explores the history of the beauty industry and the emergence of the "modern girl" as a public figure for modern women during the 1920s and 1930s. It focuses on the modern girl's relationship to femininity as an idea and a practice, and on her consumption of cosmetics as an exercise in both objectification and agency. It asks about how beauty culture is related to the racial, class, and sexual politics of the early twentieth century. 3 credits.

WST 345/ENG 379: Earlier Women Writers
Portland M 4:10-6:40PM Prof. Lorrayne Carroll
This course examines the work of several Early American women writers from the 17th through the early 19th centuries. These women wrote and, sometimes, published their writing within the complex contexts of colonialism, revolution, and nation building. Students will pursue several critical strands regarding women's writing, including an inquiry into conditions of female authorship, the relationship between private composition and publication, claims and counterclaims about gender-specific topics, intersections of sexuality, race, and gender, and the ways in which these issues complicate our understanding of the modern mind. This version of the course will devote a unit to the topic of education. The course includes a research project based on special collections and archival materials. 3 credits.

Alumni updates

Emily Paine '11 is a third year doctoral student in the Sociology department, a trainee of the Population Research Center, and a LGBTQ/sexuality doctoral student portfolio student at the University of Texas at Austin. At UT, she studies the interplay among sexual, racial, and gender identities, social institutions like the health care system, social movements and health. Emily has presented her work at the annual meetings of the American Sociological Association, the Society for the Study of Social Problems, and the National Women's Studies Association. She is now completing her masters' thesis on racially and age diverse LGBTQ individuals' experiences of health care.

Jules Purnell graduated in August of 2015 with a BA in Women and Gender Studies and Sociology and a concentration in Deaf Studies. Since graduation, they accepted a position working with homeless youth at the Preble Street Teen Center. Having a sound perspective on how gender, race, class, ability, and other aspects of identity intersect and impact issues facing homeless populations, has been invaluable in this new position. When not at work, they rehab their vintage camper and care for their elderly cats. They plan to take a cross-country trip in the coming year and will begin coursework for their MEd in Sexuality Studies at Widener University next fall.

Meaghan LaSala '15 graduated with a BA in Women and Gender Studies and a minor in Environmental Science. As a student, Meaghan helped organize the student response to budget cuts and program eliminations with the group Students for #USMfuture. She was also a leader with Divest UMaine, a group that succeeded in pressuring the UMaine system Board of Trustees to divest our endowment from coal companies. She currently serves as Chair of the Board for the Southern Maine Workers' Center, and continues to stay active in youth movements for climate justice. In August, she had the honor of returning to WGS as the Assistant to the Director, Lisa Walker.
Vecsey from Bates College directed both shows.

Reza Jalali's destroyed consumerism is the stuff of life, digital surveillance annuls the right to privacy, and nature how the Strip co...

In confronting the ordinary on America's most famous four-mile stretch of pavement, the authors reveal how the Strip concentrates and magnifies the basic truths and practices of American culture where consumerism is the stuff of life, digital surveillance annuls the right to privacy, and nature—albeit destroyed—is refashioned as an element of decor.

Jane Kuenz's book Strip Cultures: Finding America in Las Vegas was published in October. On the Las Vegas Strip, blockbuster casinos burst out of the desert, billboards promise "hot babes," actual hot babes proffer complimentary drinks, and a million happy slot machines ring day and night. It's loud and excessive, but, as the Project on Vegas demonstrates, the Strip is not a world apart. Combining written critique with more than one hundred photographs by Karen Klugman, Strip Cultures examines the politics of food and water, art and spectacle, entertainment and branding, body and sensory experience. In confronting the ordinary on America's most famous four-mile stretch of pavement, the authors reveal how the Strip concentrates and magnifies the basic truths and practices of American culture where consumerism is the stuff of life, digital surveillance annuls the right to privacy, and nature—all but destroyed—is refashioned as an element of decor.

Dr. Sarah Lockridge was commissioned by the International Criminal Court (ICC, The Hague, The Netherlands) to write a comprehensive report describing the crisis situation in the aftermath of the Northern Malian Conflict (2012 to 2013). The study was conducted in collaboration with a nationally recognized Malian human rights lawyer. It provides an analysis of postwar conditions, as well as suggestions for effective ways to reach the most vulnerable victims of the war, which includes Malian women, children, and former child soldiers. The ICC is using the findings to implement public outreach programs mostly in the realm of human rights advocacy.

Eve Raimon is giving a paper at the SLSA (Society for Literature, Science, and the Arts) Nov. 12-15 in Houston on "The Shifting Ground of African American Memorialization." Professor Raimon has also been asked to write a chapter for a Cambridge University Press series called African American Literature in Transition.

In December, Libby Bischof, Susan Danly, and Earle G. Shettleworth Jr. published Maine Photography: A History, 1840-2015, in conjunction with the 2015 Maine Photo Project. One of the chapters focuses on 19th century Maine women photographers.

A mobile application, the Portland Women's History Trail uses photos and text to highlight the history of women in Portland in work, education, religion, politics, and culture over two centuries. The trail is based on historical research conducted by Professor Eileen Eagan and USM students. The app offers maps with text and photos of sites showcasing the broad range of roles and work of women in the social, cultural and economic life of Portland. (visit the website: http://pmwhit.org).