

STUDENT SPOTLIGHT

WGS Senior, Katie Muriel, tells us about her publication in *Nasty Women*

You probably haven't heard of 404 Ink, but the new indie Scottish publisher run by Heather McDaid and Laura Jones shot to sudden prominence in January 2017 thanks to a wildly successful Kickstarter campaign to fund their first book *Nasty Women*. They had all the money they needed in just three days; by the end of the campaign, they were 369% funded and had earned a ringing endorsement from Margaret Atwood. When the book was published on International Women's Day, it bore Atwood's quote on the cover.

I'm just one of about two dozen authors featured in *Nasty Women*, which is full to bursting with accounts on what it is to be a woman in the 21st century. My essay is about familial divides in Trump's America, racism I've dealt with as a Latinx woman, and what it means to struggle with my own sense of self. But despite the title's reference to Donald Trump's infamous jab at Hillary Clinton, not every piece in the book deals specifically with Trump. They cover everything from Brexit to blogging as a Scottish Black woman to birth control to immigration. They also touch on topics like trans identity, being a survivor, and being fat. In short, *Nasty Women* is about claiming an insult as an identity and pushing back against the definitions of women long imposed upon us by society. We intend to keep telling our stories, and telling them loud.



To read more about *Nasty Women* and to purchase a copy, visit:
<http://www.404ink.com/nasty-women-coming-2017/>



Join the GSSO!

The Gender Studies Student Organization is a group for students who are interested in gender and intersectional feminist politics and committed to working towards social justice. Gender Studies builds on the foundation of Women's Studies, which was formed in order to understand the nature of women's oppression and create significant social change. Gender Studies explores the nature of gender, and its intersection with other forms of difference and power, including class, race, ethnicity, ability, sexuality and religion. We are anti-racist, queer-friendly, accepting of all religions, and open to all students!

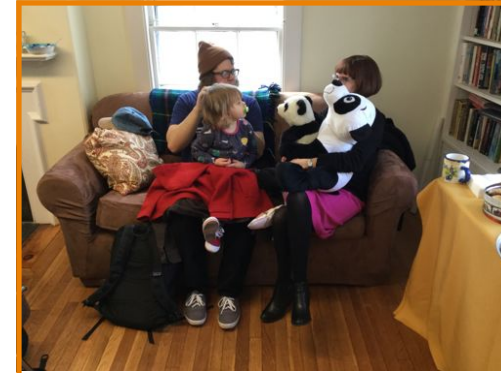
FMI: johnna.ossie@maine.edu | 94 Bedford St, Portland



Congratulations to our Dean's List students for Fall 2016,
Leah Kravette and Gwen Walsh!

WOMEN & GENDER STUDIES

Spring 2017 Newsletter



Hello all,

In the current political and social climate, Women and Gender Studies is more relevant than ever. Our interdisciplinary program at USM is the longest-standing feminist studies program in Northern New England, and continues to be one of the most vibrant. We examine the impact of gender on our thought and our everyday experiences, and study the intersections of gender with race, sexuality, class, ability, and age. We enable students to explore the theory and the practice of social justice movements, activism, and advocacy. A Women and Gender Studies degree helps graduates understand difference so that they can make a difference; it prepares them for careers in the public and private sectors in fields such as education, law, economics, and human services.

Our 36-credit hour major, which was made official with the publication of the 2016-2017 undergraduate catalog, allows students to make timely progress towards getting an undergraduate degree, and to add WGS as a second major. Registration for fall 2016 begins April 3, and WGS is offering courses ranging from "Introduction to Women and Gender Studies" to "Politics of Difference" and "Representations of Motherhood". If you need advising, feel free to reserve an appointment with me or send me an email--I'm happy to help you with your academic planning!

Finally, I invite you all to participate in our Gender Studies Student Organization, open to any student on campus. GSSO has been active this year in organizing a trip to the Women's March on Washington and facilitating programming on campus--stay tuned for their screening of "The Mask You Live In" this April!

Sincerely,

Professor Lisa Walker
Director, Women & Gender
Studies



94 Bedford Street, Portland Campus
M-F 8:00 – 4:30
(207) 780-4862 WGS@usm.maine.edu
<http://www.usm.maine.edu/WGS>

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Katie Muriel

Fall course registration
opens April 3rd!



Major and Minor Requirements

REQUIREMENTS FOR THE 36-CREDIT MAJOR:

The Women & Gender Studies Program has updated the requirements for the major. We have switched from 42 to 36 credit hours. Read below for a full description of the changes. Anyone declaring their major will automatically be enrolled under the new requirements. If you declared before Spring 2016, you can change to the new major by setting up an advising appointment with Lisa Walker (contact info on front page).

6 Core Courses (18 credit hours)

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 (6 credits) from among these categories:

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

4 Approved Electives Courses (12 credits)

A list is available at www.usm.maine.edu/wgs/courses
One topics or elective course must fulfill a Non-Western requirement. Students who will be writing a thesis are strongly encouraged to take a Research Methods course.

REQUIREMENTS 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

Fulfilling your Core Courses with WGS

Entry Year Experience:

EYE 109 "Gender, Representation, and Resistance"

Drawing on many disciplines, we will explore ideas of gender roles in many cultures and throughout history, focusing on the following questions: **What is gender?** How is it represented historically and cross-culturally? How have people redefined its meanings and representations? Gender, Students will learn definitions of gender in diverse cultures and times; the ways gender shapes daily interactions and human relationships; and the ways social institutions distribute power, resources, and status based on such meanings and on their relations with race, ethnicity, age, class, ability, sexuality, and nation. **Representation**, students will consider the impact of mass media, education, and political discourse on gender construction. **Resistance**, students will discover how people have reconsidered, resisted, and transformed traditional gender roles & representations

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 feminism are promoted through the media and other vehicles of culture. Books used by this course have included: *Reviving Ophelia: Saving the Selves of Adolescent Girls* by Mary Pipher, *Dude, You're a Fag* 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, *Hatreds* by Zillah Eisenstein and *Iran Awakening* by 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 feminist practices, locally and globally.

USM WGS is going to Iceland!



Women and Gender Studies has been awarded a Maine Economic Improvement Fund planning grant. The project funded, "Promoting Gender Equity in Maine by Applying Lessons from Viking Economics" seeks to explore the key policy drivers and economic practices used in Iceland to open economic opportunities for women in industries that are important to Maine and Icelandic economies.

Iceland is ranked first in the world for the status of women. The US is ranked 28th, and Maine is ranked 19th among the states. WGS, working with our community partners and Icelandic experts, will help us formulate policies in Maine to increase female participation rates in industries where women are underrepresented. In addition, the WGS program seeks to establish study abroad opportunities for Maine students concerned with gender equity. We begin our collaboration with scholars from the University of Iceland's Center for Research on Diversity and Gender this May at the Maine Women's Studies Consortium retreat.

Stay tuned for more news!

What Can I Do With a WGS Degree?

Here is a list of some of the jobs held by our graduates. Many of them may require extra training or education. Set up an appointment with an advisor to discuss your options and plans!

- **Coordinator of Development and Communications**, The Opportunity Alliance
- **ESOL Teacher**, Learning Works
- **Assistant Professor**, Gonzaga University
- **Associate Professor**, Bentley College
- **Operating room circulating nurse**, Maine Medical Center
- **Community Health Promotions Specialist**, India Street Public Health Clinic
- **Housing Support Caseworker**, Preble Street's Florence House women's shelter
- **Mat-Su Program Director**, Great Land Trust
- **Registered Nurse**, Maine Medical Center
- **Program Manager**, Maine Behavioral Healthcare
- **Billing Specialist**, Sweetser
- **Executive Producer/Principal**, Stuck On On
- **Client Manager**, Glacial Multimedia, Inc.
- **Marketing Manager**, MarketingProfs
- **Case Manager**, Catholic Charities Support & Recovery Services
- **Certified Nurse Midwife**, Central Maine Medical Center
- **Advancement Coordinator**, University of New England's Institutional Advancement department
- **Assistant to the Director**, Midwest Alcoholism Research Center
- **Program Manager**, Sexual Assault Response Services of Southern Maine
- **Corporate and TPA Licensing Specialist**, Professional Disability Associates

Summer 2017 Course Listings

WGS 101: Introduction of Women & Gender Studies

Web/Online Session 1 (7 Weeks) Professor Sarah Lockridge
 Web/Online Session 2 (7 Weeks) Professor Sarah Lockridge
 See page 5 for course description.

WGS 245/PHI 220: Philosophy of Art

Web/Online Session 2 (4 Weeks) Professor Kate Winger
 What makes a person creative? What do artists think about their art? How do critics evaluate a work? If art is created for a cultural ritual or healing, is it to be understood differently? How do the circumstances of a work's creation and reception affect its evaluation? How does a person's class, ethnicity, or gender influence art work and its reception? Philosophers in the field of Aesthetics attempt to answer questions which artists, art historians, anthropologists, and critics ask about art. The works of art and philosophy considered will be drawn from a wide variety of cultural contexts. 3 credits.

WGS 265/ANT 255: Cultures of Africa

Web/Online Session 2 (7 Weeks) Professor Sarah Lockridge
 Africa is a vast continent rich in cultural diversity. This course will explore a variety of African people and cultures south of the Sahara. Students will read ethnographic case studies about small-scale communities that focus on interrelated issues such as music, religion, politics, economics, geography, ethnicity, and gender. The course will consider the effects of colonial periods on indigenous populations but will emphasize post-independence Africans. Students will learn to challenge negative Western representations of Africa by focusing on the power and perseverance of African people and their cultures. 3 credits.

WGS 345/ENG 348: Gender, Sexuality and Literature

Web/Online Session 1 (7 Weeks) Professor Jessica Ouellette
 In the age of digital connectivities (YouTube, Facebook, and Twitter), we are constantly encountering and engaging in transnational circuits of ideas and knowledge production. How do we see the connectivity that happens on digital sites such as Facebook and Twitter happen in literature? How do we see the production of identity that occurs on YouTube occur in literary texts? This course will focus on fictional, dramatic, and poetic accounts of the experiences of gender, sexuality, and culture as seen through the eyes of different writers. In reading literary texts from various parts of the world, we will interrogate how knowledge about gender, sexuality, and culture gets produced and circulated through writing and textual representation. 3 credits.

WGS 345/PHI 312: Morality in African Literature & Film

Web/Online Session 2 (4 Weeks) Professor Kate Winger
 See page 6 for course description.

WGS 365/SWO 375: Gender & Aging

Web/Online Session 2 (7 Weeks) Professor Susan Fineran
 This course is designed to inform students about aging issues that differentially affect women and men. Students will analyze the sources and manifestations of both healthy and problematic aging and apply concepts drawn from the behavioral and social sciences, and from clinical and community practice. This course will incorporate knowledge of the bio-psycho-social aspects of the aging process and the interplay of interpersonal, environmental and cultural forces that influence aging. Students are expected to acquire skills in assessing individual behavior of older persons based on application of theoretical ideas to contemporary situations and enhance their human service practice with older adults and their families. Service Learning experience may be available to undergraduate students in the course (10 hours). 3 credits.



Conversations with Capstone Students

Danella Demary

My capstone project addresses the use of feminist pedagogy in student-centered classroom approaches. This topic integrates my passion for education alongside my love of feminist pedagogical practices that I have experienced as a student, and hope to incorporate in my classroom, as a teacher. My topic is personal to me, it explores areas of education, feminist practice and theory, which all ignite passion in me.

My advice for WGS students who are thinking about capstone is to write about something you love. Think about something you want to know more about. Take that something and shape it with your questions and ideas and then research it. Use your resources. Talk to your classmates and your professors. Engage in your topic and incorporate your passion into that writing.



Shanisa Rodriguez

My project is based on my internship this semester at an elderly care home. I'm focusing on women in care work and the value of it in society. I will be writing a research paper on it and using my Women and Gender Studies knowledge to help guide me through it.

My advice would be to start thinking about your project early and to choose something that you are truly interested in. It's much easier to research and write about something you like rather than something that bores you!



Leah Kravette

My capstone project is a thesis research paper. I am interviewing six activists about their personal art practices and their experiences of self care and burnout to see if art helps prevent burnout and "compassion fatigue." I am also doing literature research for context around burnout and if this kind of study has been done before, and will be making something non-academic to share with folks after my thesis is done.

I chose this topic because, as an activist, I see that the people I care about (and myself) need access and frequently even need permission to engage in self care practices that are truly restorative, because it is easy to get so caught up in the work that you lose energy eventually. This is a good project for me because I can use the information I find to directly support people I care about who do activist work. So my advice is to pick a topic or an internship that you are really excited about, or that you have something at stake in besides your degree - senioritis really happens! And it will be easy to lose focus unless you have an independent interest in your work. Good luck!



Students wishing to take on a thesis for their Capstone project should start their planning now! In the Spring of Junior Year, you should decide on a topic and identify your primary thesis advisor. You can then register for HON 311 or WGS 470, Independent Study for the fall of your Senior Year. Call 780-4862 for more information or to make an appointment with your advisor!

Women & Gender Studies Fall 2017 Course Listings

WGS 101: Introduction of Women & Gender Studies

Portland M 4:10pm – 6:40pm **Professor James Messerschmidt**
Gorham M/W 11:00am – 12:15pm **Professor Julianne Siegfriedt**
Portland T/Th 10:15am – 11:30am **Professor Susan Feiner**
Portland Th 4:10pm – 6:40pm **Professor Wendy Chapkis**
Web/Online **Professor Sarah Lockridge**

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/masculinity 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 9:30am – 10:45am **Professor Julianne Siegfriedt**

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 resistance. 3 credits.

WGS 201: Women, Knowledge & Power

Portland M/W 11:45am – 1:00pm **Professor Lisa Walker**

What is gender? Is it innate or learned? How many genders are there? How many sexes are there? What is gender inequality? How does gender intersect with other categories of difference such as race, class and sexuality? These are questions that feminist, gender and sexuality studies take up, and we will explore them in this class. We will begin with a brief set of readings in feminist classics, and will move on to study key terms and themes in women's studies, including social constructionism, intersectionality, transgender theory, post-colonial feminisms, and black feminist theory. Special topics will include the "#feministselfie," and Beyonce's Lemonade and celebrity feminism. 3 credits.

WGS 245/ANT 299/TAH 262: Women, Arts and Global Tourism

Web/Online **Professor Sarah Lockridge**

This course explores the role of women who produce arts and crafts for the global tourist market. All over the world, women are improving their socio-economic status, investing in their families, and contributing to community development through their involvement in tourism. Tourism is perhaps the largest-scale movement of goods, services, and people in human history. We will learn about the historical and contemporary experiences of women from many different cultures such as: examples from Latin America, Eastern Europe, Africa, and Asia. Course content includes themes of cultural heritage, culture change, traditional versus tourist art, hosts versus guests, gender inequality, fair trade and community development 3 credits.

WGS 245/PHI 220: Philosophy of Art

Web/Online **Professor Kate Winger**

What makes a person creative? What do artists think about their art? How do critics evaluate a work? If art is created for a cultural ritual or healing, is it to be understood differently? How do the circumstances of a work's creation and reception affect its evaluation? How does a person's class, ethnicity, or gender influence art work and its reception? Philosophers in the field of Aesthetics attempt to answer questions which artists, art historians, anthropologists, and critics ask about art. The works of art and philosophy considered will be drawn from a wide variety of cultural contexts. 3 credits.

WGS 320/SOC 301: Applied LGBTQ History: Qualitative Research Methods

Portland W 4:10pm – 6:40pm **Professor Wendy Chapkis**

This course provides an overview of the process of social research utilizing qualitative methods. Topics include the logic and principles of the research process, as well as specific techniques in qualitative research (e.g., writing field notes, conducting interviews, analyzing qualitative data). Students in this seminar will do archival research in the Sampson Center for Diversity in Maine's LGBT Collection and will be trained in oral history techniques; students will also conduct, transcribe and code an oral history with a prominent member of the Southern Maine LGBT community. Prerequisite: WGS 101 or SOC 210 with a grade of C or better or permission of instructor. 3 credits. ****Suggested for all WGS students who are interested in writing a thesis.****

WGS 335/ENG 319: Madness, Medicine & Monsters: Women & Gender in Gothic Fiction

Portland M/W 2:45pm – 4:00pm **Professor Lisa Walker**

Gothic literature, known for mystery, monsters, and ghosts, emerged in late 18th century. It had its heyday in the 18th and 19th centuries, but it continues today in genres such as science fiction and horror, and in postcolonial and postmodern literatures. Frequently portraying pursued heroines, suffering bodies and tortured minds, the Gothic is a fascinating place to explore intersections of literature, medicine, and gender. This course will focus on how Gothic fiction and film from the 18th to the 21st century depicts women as both regulated by and resistant to medical discourses of hysteria, contagion, madness, and reproduction. It will explore Gothic representations of how medicine, science and technology classify bodies in the service of controlling disease, healing the sick, and civilizing the world. In particular, it will study how female characters intervene in this nexus of knowledge and power. Readings will include both primary literary texts and literary and film criticism. Prerequisites: ENG 100 required. Suggested, ENG 120, ENG 140, or WGS 101. 3 credits.

WGS 345/PHI 312: Morality in African Literature & Film

Portland Th 4:10pm – 6:40pm

Web/Online **Professor Kate Winger**

Looking at Gender in African cultures challenges the binary heterosexual norm of European science, law, and philosophy in profound ways. In many African cultures there is gender fluidity, women can become men and take a wife. Children born to the wife are the female husband's children. There can be male daughters. So although we will look at issues common in gender studies in America and Europe the very idea of gender will be new in these contexts. We will pick issues involving sustainability, war, children, marriage that range over men and women's lives. Intellectual, cinematic and literary movements have had profound impacts on generations of thinkers in West, East, and Southern African. Important recent controversies in gender and postcolonial philosophy emerge as we explore African theory, fiction, and visual culture. 3 credits.

WGS 345/CMS 310: Women and Cinema

Web/Online **Professor Rebecca Lockridge**

In this course we will analyze representations of women in cinema from several countries from the 1960s to the present. The thematic focus of this course is the relationships between mothers and daughters in differing geographic locations as they negotiate borders and borderlands—some physical, some psychological/emotional. Some of the films discussed will offer resistance to social, political and intellectual marginalizing and silencing in patriarchal cultures, others are embedded in it. We will rely on communication and feminist theory as a means of understanding the films viewed. In addition, cinematic codes used as film language are discussed to enhance appreciation of multiple meanings of cinematic content— visual rhetoric. To this end, we will study intertextuality in visual and verbal constructions as well as intersectionality between women (and men) of differing races, classes, ethnicities, nationalities, genders in social, economic and political groupings. 3 credits.

WGS 365/SBS 358: Representations of Motherhood

Portland M 4:10pm – 6:40pm **Professor Rose Cleary**

This interdisciplinary course examines the ways in which motherhood is represented in various cultural forms (including film, literature, and political rhetoric) and from within different historical and cultural contexts. Contemporary psychological theories will be considered in terms of how they are used to prescribe normative demands on women and mothers and also how they attribute various powers to mothers that then contribute to the construction of particular social policies and practices. 3 credits.

WGS 365/CRM 317: Gender & Crime

Portland T 4:10pm-6:40pm **Professor James Messerschmidt**

In this course we will concentrate on the issue of gender and its relation to crime. As such, I have some specific goals we will aim to accomplish. First, we will explore gender inequality historically. Second, we will look at criminological theory and its historical neglect and misunderstanding of gender in relation to crime. Third, we will read and discuss how gender inequality affects specific types of criminality—such as rape, violence in the family, hate crimes, crimes by women, and crimes by men. Finally, we will analyze what can possibly be done in society to curb crime. 3 credits.

WGS 380 Politics of Difference

Portland M/W 2:45pm – 4:00pm **Professor Eve Raimon**

Central to the course are the ways that "differences" are embedded and enacted in the context of power relations. While the specific content of this course is flexible, it will analyze the advantages and disadvantages of using race, ethnicity, nationality, class, age, and sexuality as categories of analysis. Prerequisites: WST 1011 or EYE 109, WST 201 or permission of the instructor. Offered fall semester. 3 credits.