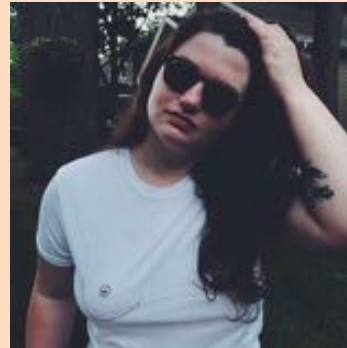


## STUDENT SPOTLIGHT: Emma Donnelly

by Katie Muriel

A fierce feminist and champion of reproductive justice, Emma Donnelly heads the Huskies for Reproductive Health on campus, a Planned Parenthood Generation Action group. If you've ever gotten free condoms at USM, had someone advocate for your right to more easily access birth control, or found yourself more knowledgeable about Title IX than you ever were before, Emma likely had a hand in it. As president of HRH, Emma plans and organizes yearly events like Sex Trivia, the Sexpert Panel, and voter registration tables, as well as movie screenings of relevant films.

But reproductive rights are not all that Emma fights for. Emma, a Women and Gender Studies major, works in the Disability Services Center in Luther Bonney and serves on the Women and Gender Studies programming committee. She is an active member of USM's Queer-Straight Alliance, often working alongside its president, her friend Molly Roberts, to push for queer and trans sex positivity and education on campus. And, as an advocate for racial justice, Emma holds to account both friend and stranger, both student and faculty when racism rears its ugly head at USM. In short, Emma Donnelly is the intersectional feminist social justice warrior many conservatives want you to hate. But to hate Emma is to hate someone who uses her platform wisely, amplifying the voices of those both like her and unlike her, signal boosting important issues via social media, frequent emails to USM's president, and incredible pieces in the Free Press. Fearlessness, thy name is Emma.



## CONVERSATIONS WITH ALUMNI: Meaghan LaSala, class of 2015

A 2015 graduate and non-traditional student, Meaghan LaSala majored in Women & Gender Studies and minored in Environmental Studies at USM. She came to WGS with a desire for intellectual community and the space to study social movements and structural injustice, and was grateful to find all of this in through the program. While at USM, she was also active in student organizing. She organized against austerity, department closures and staff and faculty layoffs with the group #StudentsforUSMFuture. She also worked with the group Divest UMaine, which successfully pushed the UMaine System to become the first public university system in the country to divest from coal companies in response to climate change.

After graduating, Meaghan served for a year as the Assistant to the Director of Women & Gender Studies, Lisa Walker. She is currently employed as the office manager at the Portland Conservatory of Music. She is also a freelance journalist, and has been featured in such publications as Dispatch Magazine, National Radio Project and Yes! Magazine. She continues to organize and currently serves as the Chair of the Board of the Southern Maine Workers' Center, a member-led organization committed to creating a grassroots, people-powered movement that improves the lives, working conditions, and terms of employment for working-class and poor people in Maine.

### Q. What role does WGS play in your life? In your work?

A. WGS helped me cultivate feminist community in my hometown. The program fostered deep and lasting relationships--personal, professional and political. As a community organizer rooted in Southern Maine, the experience was invaluable. WGS is a hub for feminist thought and community, and community organizing is above all about building relationships. Years after graduating, that community is still central to my life.

### Q. How did the knowledge you gained through your WGS education change you?

A. As an interdisciplinary program, WGS exposed me to many different ways of thinking about and studying the world, while centering on questions of justice, equity and power. I loved that I didn't have to choose between literature, art, history, philosophy, or social science, but that I could use all of these tools to better understand gendered, classed and racialized violence in our society, and what we can do to address it.

Engaging feminist thought, especially the works of black feminists and feminists of color, sharpened my ability to analyze and responsibly participate in social movements for justice and liberation.

### Q. Do you have any advice for current students thinking about majoring in WGS?

A. WGS is a great program to pair with a minor or a double major, especially because so many of the courses are cross-listed with other departments. I loved pairing my WGS major with environmental science. I was very interested in understanding the ways that structural oppression lead to disproportionate impact of pollution and climate change on communities of color.

### Q. What was your favorite thing about studying WGS at USM?

A. Participating in the sacred tradition of radicals, outlaws and witches across time and space who have fought for love, justice and human dignity.

# WOMEN & GENDER STUDIES

## Spring 2018 Newsletter



Dear Women & Gender Studies community,

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 2018 begins April 2nd, and WGS is offering courses ranging from "Introduction to Women and Gender Studies" to "Politics of Difference" and "Gender and Health". 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!

I would like to invite all of our students and community members to feel welcome at the WGS house. We have quiet study spaces, coffee and tea, gender-neutral bathrooms, and comfy couches. We are open Monday to Friday from 8:00am to 4:30pm all year-round. Come by and introduce yourself!

Sincerely,

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



## Contents

- 1 Director's Welcome
- 2 Major/Minor & Core
- 3 Undergraduate Research in WGS
- 3 WGS in Iceland
- 4 Fall 2018 Courses
- 7 Summer 2018 Courses
- 8 Student Spotlight & Conversations with Alumni

**Fall course registration opens April 2nd!**



94 Bedford Street, Portland Campus  
Office Hours: Monday – Friday 8:00 a.m. – 4:30 p.m.  
(207) 780-4862 WGS@maine.edu  
<http://www.usm.maine.edu/WGS>

Facebook: Women and Gender Studies at the University of Southern Maine

## Major and Minor Requirements

### REQUIREMENTS FOR THE 36-CREDIT MAJOR:

The minimum number of credits required for the major is 36.

For students fulfilling the Capstone requirement with the Internship, the Women and Gender Studies major consists of 24 hours of required courses and 12 hours of Women and Gender Studies related courses. For students fulfilling the Capstone requirement with the Thesis, the Women and Gender Studies major consists of 27 hours of required courses and 9 hours of Women and Gender Studies related courses.

#### 6 Core Courses (18-21 credit hours)

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

WGS 201 Rethinking Gender & Culture  
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

#### Approved Electives Courses (9-12 credits)

A list is available at  
[www.usm.maine.edu/wgs/courses](http://www.usm.maine.edu/wgs/courses)

### 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 Rethinking Gender & Culture

#### 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](http://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 "Rethinking Gender & Culture"** 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.

## Summer 2018 Course Listings

### WGS 101: Introduction of Women & Gender Studies

Online 5/21/18 – 7/6/18  
Online 7/9/18 – 8/24/18

Professor Sarah Lockridge  
Professor Sarah Lockridge

See course description on page 4.

### WGS 245/ANT 262/TAH 262: Women, Arts & Global Tourism

Online 7/9/18 – 8/24/18

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 265/ANT 232: Anthropology of Sex & Gender

Portland 5/21/18 – 7/2/18

Professor Marcia-Anne Dobres

Gender is a fundamental platform for the organization of society. The social meanings given to bodies, sexuality, procreation, parenting, and work extend beyond notions of identity, interpersonal relationships, sexuality, and households. Gender also involves economics, government, religion, politics, science, technology, war, and globalization. This course rests on the premise that sex and gender are both "culturally constructed" and explores how gendered practices and beliefs serve as "systems" of differentiation. The "politics of difference" is explored across a variety of Western and non-Western cultures. 3 credits.

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

Online 5/21/18 – 6/15/18

Professor Kate Winger

This is going to be an exciting and extremely varied course! Weekly work will involve seeing an African film, youtube lectures/TED talks, looking at images of Art, reading theoretical and fictional material. This course 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 examine 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 post colonial philosophy emerge as we explore African theory, fiction, and visual culture. 3 credits.

### WGS 345/ENG 344: Gender, Sexuality & Literature

Online 5/21/18 – 7/6/18

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/CMS 310: Cinema & Women

Online 7/9/18 – 8/24/18

Professor Rebecca Lockridge

See course description on page 5.

### WGS 365/SWO 375: Gender & Aging

Web/Online 7/9/18 – 8/24/18

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. 3 credits.



## Fall 2018 Course Listings, continued

### WGS 365/SOC 358: Sociology of Women's Work

Portland T/Th 2:45pm – 4:00pm

Professor Cheryl Laz

This course will introduce students to theoretical and empirical literature on women's work in the paid labor force, on their unpaid labor in the home, and on the relationship between these two kinds of "women's work." The course emphasizes the diversity of women's work and the interconnections among race, ethnicity, class, and gender through a detailed examination of professional women, blue-collar women, and "pink-collar" employees. Additional topics include occupational segregation, earnings differentials, poverty, law and public policy, and labor militancy. Prerequisite: SOC 210 with C or better or permission of instructor. 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 Jim Messerschmidt

This course concentrates on gender and its relation to crime. It explores such issues as histories of gender inequality, the gendered character of criminological theory, and how gender is related to a variety of crimes such as rape, violence in the family, crimes by women, property crimes, and corporate crimes. 3 credits.

### WGS 365/SWO 365: Examining Oppression & Valuing Diversity

Portland M 8:45am – 11:30am

Professor Hermeet Kohli

This course is designed to provide a framework for understanding and respecting cultural diversity. The cultural aspects of race/ethnicity, gender, sexual orientation, socioeconomic status, and ableness will be discussed. A central theme in organizing the course is the examination of the role of oppression in shaping the lives of members of various cultural groups. Prerequisites: SWO 201 or permission of instructor. This course satisfies the Diversity requirement of the Core. 3 credits.



### WGS 380: The Politics of Difference

Portland W 4:10pm – 6:40pm

Professor Wendy Chapkis

Politics of Difference explores some of the consequences of using gender, race, nationality, class, religion, and sexuality to shape identity and culture. The course will examine how discourses of identity and difference are used to both justify inequalities and to enable solidarity. In the seminar we will look at a range of strategies that are employed in response to difference including attempts at managing, disciplining, or cleansing difference as well as efforts at redefining, reclaiming, and recreating the meanings of difference. Prerequisites: WGS 101 or EYE 109, WGS 201 or permission of the instructor. 3 credits.

### WGS 465/GEO 455: Gender, Race & Class in the City

Portland M 4:10pm – 6:40pm

Professor Lydia Savage

This course will focus on the relationships among gender, "race," class and urban spaces in twentieth century U.S. cities. The course will explore how urban spaces reflect and perpetuate different relations of power, inequality, and identity. First, we explore how different frameworks for urban analysis help to explain the social and spatial organization of U.S. cities. We will develop a framework for urban analysis that integrates race, class, and gender, and draws upon the geographic concepts of place and scale. Second, we will apply our integrated framework to contemporary metropolitan processes and problems. Prerequisite: one of the following: GEO 302 or permission of instructor. 3 credits.



### 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: [wgs@maine.edu](mailto:wgs@maine.edu) | 94 Bedford St, Portland



## Undergraduate Research in Women & Gender Studies

The Undergraduate Research Opportunities Program at USM is an excellent chance for undergraduate students to further their interests and get started on their post-graduation goals. WGS Senior, Katie Muriel, has been awarded funds for her research for 2017-2018.

Katie Muriel, senior Women & Gender Studies and Criminology major, has been interested in the topic of wrongful conviction for years, and always looks for opportunities to learn more or incorporate the topic into a paper or research project. So when she learned about UROP late last year, it was easy for her to create a plan for her research. Katie looked for a faculty mentor in the field, and found Criminology and WGS Professor Jim Messerschmidt.

Katie's research looks at conscious and unconscious bias through the lenses of anti-Black racism and the Cross-Race Effect, in an effort to discover their individual and joint impact on the high wrongful conviction rate of Black and African American citizens of the United States. She will be conducting surveys with both Criminology and non-Criminology majors in order to gain an understanding of the future of the social justice system.

Both her research interests and post-graduation goals have been informed by her education in Women & Gender Studies. Katie said that WGS has helped her see the personhood of the bodies that she studies in Criminology. Because of WGS, she has become interested in looking at structures and institutions in order to understand why crimes are committed. She plans to go to grad school next year to pursue her research interests and will pursue a career in Victim Advocacy.



Her advice to students who are thinking of applying for UROP is to plan ahead. She recommends going to the Poster Symposium, which happens early in the Spring Semester and start planning your project as early as you can. Katie also encourages students who have unique or what they think may even be strange project ideas to go ahead and apply.

Katie will be presenting the results of this research at Thinking Matters in April, and also hopes to submit a manuscript based on her findings to the American Journal of Undergraduate Research.

## Updates on WGS in 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" has been exploring 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.

The WGS Program began our collaboration with scholars from the University of Iceland's Center for Research on Diversity and Gender last May at the Maine Women's Studies Consortium retreat, where we learned of their work on gender+ budgeting. Gender budgeting, a gender-based assessment of budgets, works to understand gender at all levels of the budgetary process in order to promote gender equality. It takes a look at the different effects that a budget might have on different genders and allocates money accordingly. The work of gender+ budgeting would incorporate the intersections of other forms of inequality.

Last July, WGS travelled to Iceland to meet with some members of the Icelandic parliament, and some Feminist Studies students and scholars at the University of Iceland. This May, WGS will work to expand our relationship to include other countries in the North Atlantic to establish a North Atlantic Feminist Studies Consortium. Look for updates from us on our website and our Facebook page.



## Women & Gender Studies Fall 2018 Courses

### WGS 101: Introduction of Women & Gender Studies

Portland M/W 10:15am – 11:30am  
Gorham T/Th 11:00am – 12:15pm  
Portland M/W 2:45pm – 4:00pm  
Portland T/Th 2:45pm – 4:00pm  
Web/Online

Professor Lorraine Carroll  
Instructor TBA  
Professor Julianne Siegfriedt  
Professor Julianne Siegfriedt  
Professor Sarah Lockridge

From a variety of perspectives, this interdisciplinary course explores interrelated queries and topics that emerge from the field of Women and Gender Studies. Students will read materials that address the meanings of gender in different cultures, social organizations, and historical periods. The course particularly investigates *difference*, specifically, how gender difference is constructed, practiced, represented, challenged, and experienced. 3 credits.

### EYE 109: Gender, Representation, and Resistance

Portland T/Th 1:15pm – 2:30pm

Professor Kate Winger

Femininity and masculinity mean different things to different people. Why? Examining the fundamental impact of gender on all human activity—artistic, scientific, religious, economic, political, legal, linguistic—this course wonders out loud about sexuality, deviance, normalcy and the liberating power of pleasure. 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? 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. Students will consider the impact of mass media, education, and political discourse on gender construction. Students will discover how people have reconsidered, resisted, and transformed traditional gender roles and representations. 3 credits.

### WGS 201: Rethinking Gender & Culture

Portland M/W 11:45am – 1:00pm

Professor Julianne Siegfriedt

What is gender? Is it innate or learned? How many genders and sexes are there? What is gender inequality? How does gender intersect with other categories of difference such as race, class and sexuality? How are these differences understood in various national contexts? These are some of the questions that feminist, gender and sexuality studies take up, and the questions that we will pursue in this class. 3 credits.

### WGS 245/PHI 220: Philosophy of Art & Visual Culture

Web/Online  
Portland Th 4:10pm – 6:40pm

Professor Kate Winger  
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 245/TAH 262/ANT 299: Women, Arts & Global Tourism

Web/Online  
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.

Professor Sarah Lockridge

### WGS 265/ANT 232: Anthropology of Sex & Gender

Gorham W 4:10pm – 6:40pm

Professor Marcia-Anne Dobres

Gender is a fundamental platform for the organization of society. The social meanings given to bodies, sexuality, procreation, parenting, and work extend beyond notions of identity, interpersonal relationships, sexuality, and households. Gender also involves economics, government, religion, politics, science, technology, war, and globalization. This course rests on the premise that sex and gender are both "culturally constructed" and explores how gendered practices and beliefs serve as "systems" of differentiation. The "politics of difference" is explored across a variety of Western and non-Western cultures. 3 credits.

### WGS 320/SOC 301: Applied LGBTQ History

Portland Th 4:10pm – 6:40pm

Professor Wendy Chapkis

In this course students will develop some basic qualitative research method skills and apply them to collecting and analyzing data about Southern Maine's LGBTQ communities. The course covers questions of research design, data collection, and data analysis. Students read LGBTQ history, work with artifacts in Special Collections, prepare and conduct an oral history interview, and engage in data analysis. This course is also recommended for students preparing for spring thesis research. 3 credits.

### WGS 335/SBS 349: Trauma & Narrative

LAC W 4:00pm – 6:30pm

Professor Rose Cleary

Page 5

This course examines the history and politics of the increasing recognition that trauma is both a core concern of contemporary clinical psychology and a term used to describe collective, cultural phenomena. We consider the social, psychological and cultural dimensions of trauma and how responses to trauma have come to be treated as medical problems in recent years. Areas of controversy within the field of trauma studies will also be explored. 3 credits.



### WGS 335/SOC 380: Gender & Health

Portland T/Th 11:45am – 1:00pm

Professor Julianne Siegfriedt

How is health impacted by social constructions of gender? This class explores gender differences in health and illness, LGBTQI+ experiences of health and the health care system, the ways that gender roles can influence health seeking behavior and access, and how experiences of health and illness can differ based on gender, culture, race and ethnicity, and socioeconomic status. Students will apply an intersectional lens to the world of health, exploring issues of status and power within the health care system and how those interlocking systems translate into individual experiences for professionals and patients. This class will also examine the intersections of mental health with gender, race, and class as well as explore the ways in which different cultural constructions of gender can affect the health and illness of a community and society using both local and global examples. 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 345/ENG 466: Witchcraft

Portland M 4:10pm – 6:40pm

Professor Lorraine Carroll

In English and American Studies, the 18<sup>th</sup> Century is usually considered "long"—as in beginning in the late 17<sup>th</sup> Century and continuing through the early 19<sup>th</sup>. Many of the ideas, practices, and people who are associated with 18<sup>th</sup>-C. studies overlap with the earlier or later periods. For this course, then, we will be looking primarily at the last decade of the 17<sup>th</sup> Century and focusing on the notorious events of the Salem Witchcraft Trials. Because the name "Salem" conjures so many beliefs and opinions about American values and American history, it's important to read deeply and widely in the actual materials of the trials themselves as well as into the documents that provide a broader understanding of why "Salem" happened and why it persisted and persists in American cultural production and interpretation. In many ways, "Salem" was an aberration, so why this persistence? The course will examine a range of arguments about "Salem" and consider the cultural figure of the witch as a key factor contemporary debates. These debates emerged in the contexts of colonial power struggles, particularly those that deal with the increasing diversity of colonizer populations, the effects of settler colonialism on indigenous peoples (and vice versa), the relationship of colony to metropole, struggles over frontier land and land use, and the attendant fears arising from political, religious, and social dissent. 3 credits.

### WGS 345/ENG 385: 19th Century American Women Writers Across the Color Line

Portland M/W 4:10pm – 5:25pm

Professor Eve Raimon

Nathaniel Hawthorne famously called popular women authors in the 1800s "a mob of scribbling women." What's the literary and cultural context for his remark? How should we assess popular fiction of the 19<sup>th</sup> century today? How did this work intervene in struggles over such pressing contemporaneous issues as slavery, women's rights, and temperance? How much can popular fiction influence the culture at large? Why was this tradition only rediscovered in the last half of the 20<sup>th</sup> century?

These are questions we will address in this course. It will survey some of the most popular literature of the 19<sup>th</sup> century written by women of Anglo and African American descent. Like Harriet Beecher Stowe's Uncle Tom's Cabin, such novels and stories often centered on domestic life but also contained strong political themes about slavery, racial identity, class difference, and women's rights. Students will explore the significance of the fact that, though Stowe is the most recognizable name today, many of these works were some of the best-selling fiction of their time. Following the course title, we will also discuss the interdependent nature of writing by white women and women of color in the 19<sup>th</sup> century with respect both to its style and its socio-political goals. At the same time, we will examine how the domestic ideology of its time intersected with the explicit reform goals of the works' primary readership. 3 credits.

### WGS 355/HTY 364: History of Women in the United States

Gorham M/W 2:00pm – 3:15pm

Professor Ashley Towle

This course surveys the evolving role of women in the United States from colonial settlement to the present. As a class, we will historically investigate the experiences of women in the United States. We will explore major trends in American history and how they affected and were influenced by women. Throughout this course, we will emphasize the concept of *intersectionality* (in other words, the idea that categories like race, class, gender, sexuality, ethnicity, and other identities are all intertwined—and that they shape and are shaped by each other). At the end of this semester, you should be able to apply historical methods of analysis to the study of modern gender politics. 3 credits.