


Undergraduate Curriculum Change Memo

Date: April 25, 2018

From: Ruth McDonald, Women's and Gender Studies

Through: Guillermina G. Nunez-Mchiri/Program Director for Women's and Gender Studies 

Through: Stephen Crites, Interim Dean College of Liberal Arts

To: Crystal Herman, Chair, Undergraduate Curriculum Committee

Subject: Two new course additions and one course name change in Women's and Gender Studies

Women's and Gender Studies is submitting forms for course add and for course title changes. First, we are changing the title from WS 3340 from Women, the Body & the Machine to WS 3340 Gender & Technology (same course number, different course title). This WS 3350 course has been taught by Professor Ruth McDonald in the past four consecutive years.

We are adding the course WS 4362: Gender, Food, and Society at the undergraduate level. This course has been recently approved in the Department of Sociology and Anthropology and we need to have it be available its cross-listed version in Women's and Gender Studies. This course has been previously taught as a Special Topics course over the past four years.

We are adding the course WS 3305: Chicana/o Identity Formation: Race, Class & Gender, which is a course recently approved for Chicano Studies by the same name. We need the corresponding cross-listed version of this course in Women's and Gender Studies.

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

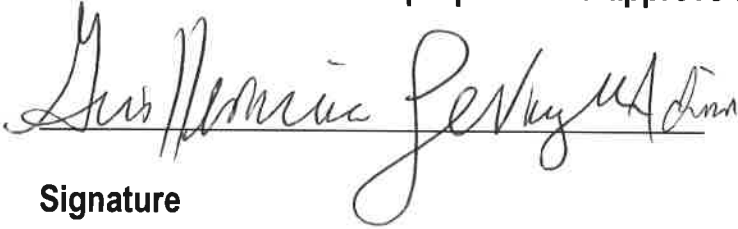
Proposal Title: Change of course title for WS 3340 Gender & Technology

College: Liberal Arts

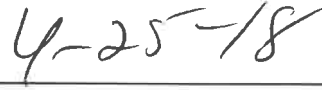
Department: Women's and Gender Studies

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.



Signature



Date

COLLEGE CURRICULUM COMMITTEE CHAIR

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

COURSE ADD

All fields below are required

College : Liberal Arts

Department : Women's and Gender Studies

Rationale for adding the course:

Course will add to the graduate courses currently offered as part of the Women's and Gender Studies Graduate Certificate.

All fields below are required

Subject Prefix and # WS 4362

Title (29 characters or fewer): Gender, Food, and Society

Dept. Administrative Code : 1735

CIP Code 050207

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 2

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

Gender, Food, and Society (3-0). This course examines foodways—the beliefs and behaviors surrounding the production, distribution and consumption of food—in the United States, the U.S. Southwest, and globally. Foodways are embedded in culture and reveal significant gender relations, social structures, power structures, and meaning systems. The course examines the role of food in constituting national, gender and ethnic identities; the political economic and symbolic significance of food; and the global hybridization and commodification of food.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 3 week study abroad course, 8 weeks online, and 16 weeks face to face course

TCCN (Use for lower division courses) : 3 Credit hours

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
N/A	N/A	N

Corequisite Course(s):
N/A

Equivalent Course(s):
ANTH 4362
SOC 4362

Restrictions:	
Classification	class for juniors and seniors
Major	open to all majors

ANTH 4370 – Anthropology of FOOD, CULTURE & SOCIETY CRN 34676
CROSS-LISTED WITH SOC 3341: SOCIOLOGY CRN 34677,
WS 3390: WOMEN’S AND GENDER STUDIES CRN 35723
Dr. Guillermina Gina Núñez-Mchiri
Summer II, 2014, July 7th to Aug 8th
May 21 to June 8th in Seville, Spain



Office Hours and Space: TBD
email: ggnunez@utep.edu
phone: 915-747-6529

Course Content

This course examines foodways—the beliefs and behaviors surrounding the production, distribution and consumption of food—in the United States, the U.S. Southwest, and globally. Foodways are embedded in culture and reveal significant social relations, power structures, and meaning systems. They are especially embedded in women’s roles and relationships, as such feminist perspectives can be insightful in studying them. Food is also significant in nourishing our bodies, our souls, and our cultural traditions. We will examine the differences and consequences of food habits in the United States and in the U.S.-Mexico Southwest in particular; the role of food in constituting national, gender and ethnic identities; the political economic and symbolic significance of food; and the global hybridization and commodification of food. The course is organized around four units: (1) the exchange and cultural fusion that came about through colonization and migration in Spain, Africa, and the Americas (2) Food, Culture and Gender, (3) Food, Markets, Health and Globalization, and (4) Student Perspectives on Contemporary Foodways. This course is structured to have a comparative foodways approach in the United States, Spain, and other countries.

This Maymester course will be taught in collaboration with scholarship from the fields of anthropology, history, and contemporary food ways and culture in the Spanish borderlands, from its beginnings until the 21st century. We will have the opportunity to examine the convergence of cultures and religions in Spain as a result of transcontinental exchanges, and their role in the formation of the Spanish national identity. We will reflect on the significance of borders, as geopolitical and metaphorical zones of exchange where multicultural, economic, religious, military, intellectual, and linguistic interactions generate new sets of social relations. This course will have a multidisciplinary approach, integrating the study of art, music, gastronomy, and language into our lectures, discussions, and projects. Class, gender, religion and race will be considered in our examination of the Spanish

borderlands. In addition to our daily discussion of course readings, our course includes lectures by guest speakers, field trips, and films. Attendance to all field trips included in our Study Abroad program in Seville is mandatory to pass this course.

Course Objectives

1. Students will learn and apply the methods and theories used by anthropologists and other scholars in the study of food and culture.
2. Students will learn about U.S, US- Mexican Southwest, Spanish, and transnational foodways past and present, and the implications of politics, economics, and culture on food content and quality.
3. Students will learn about gender approaches and feminist perspectives, their diversity, and their contributions to the study of food and culture.
4. Students will improve their oral and written communication through ethnographic research experiences, critical analysis of course readings, and presentations of their research.

At the end of this course I would like my students to be able to:

- Think critically about the social, cultural, and political development of Spain and its borderlands.
- Identify interlocking relations of power through the analysis of colonization, migration, and borders
- Evaluate past events and social processes that shape our present foodways.
- Develop strategies to improve research skills and independent study skills.
- Be aware of cultural, class, religious, and gendered differences.

Required Readings/Materials

Selected Readings from Counihan, Carole and Penny Van Esterik, eds. 2013. Food and Culture: A Reader. New York: Routledge, 3rd edition. ISBN # 978-0-415-52104-8 (F&C on syllabus).

Selected Readings from Food and Femininity. Kate Cairns and Josée Johnston. 2016. London: Bloomsbury. Assigned PDF Readings/Articles/Websites/Videos via Blackboard Selected chapters and articles available as digital readings (PDFs).

Composition Notebook, jump drive to save readings and assignments, and writing instruments.

Equipment: Students will conduct research that requires photography, filming, and recording of interviews. Students will be working in teams to video-record interviews and presentations. Smart phones/tablets may also be used to capture images, short videos, and oral narratives.

Requirements

This course is based on group/class discussions, lectures, readings, films, team-based and personal research efforts. Students are expected to have read the assigned materials **prior** to coming to class. Participation in the form of questions, discussions, and introduction of relevant outside materials (e.g., news items, personal experience, observations, and opinions, etc.) to class is encouraged. Students will be graded on:

1. **Attendance and Participation (15%).** Students will attend local gastronomy lectures as well as class discussions. Students are responsible for being on time and participating during lectures, discussions, presentations. Students are expected to take notes and engage in participation.
2. **Quizzes (5%).** Students will take quizzes based on assigned course readings.

3. **Reading and Film journals (40%).** Students will take notes to synthesize their assigned course readings in syntheses of 200 words per reading followed by 100 words of personal comments, analysis and reflections. Journal entries of course readings, films, and guest lectures will serve as basis for class discussions.
4. **Field notes of observations and reflections (10%)** Students will document their observations, analysis, and reflections of daily fieldtrips and guest lecturers. Field notes should include time, date, location visited. Guest speaker's names should also be cited during lectures. Students should aim to include key quotes, sensory details, and materials that will help students remember and learn about the locations visited.
5. **Video participation and group based interviews (20%).** Students will work in teams to conduct interviews and document food-related activities throughout the three week course. Videotaped interviews and materials will serve as the basis for a documentary. Students will share responsibility for interviewing, managing and caring for technical equipment, and responsible and ethical documentation of foodways in Spain.
6. **Final Paper/ research project** and write and revise a **8-10 page paper (2500-3000 word) by or before June 18th 11:50 pm.** See menu options below for more details.

Grading Breakdown

1. Class Attendance and Participation 15%
2. Quizzes 5%
3. Reading and film reflection Journals 40%
4. Field notes of observations and reflections 10%
5. Video participation and group based interviews 20%
6. Final paper/research project 10%

90 to 100% = A 80 to 89% = B 70 to 79 % = C 60 to 69% = D Below 60% = F

Use and Access to Technology. Students will need to have access to Blackboard to access PDF readings and videos. Emails to your Professor should be sent via Blackboard. If students cannot access their Blackboard accounts, please email professor at ggnunez@utep.edu directly. UTEP supports the use of technology to enhance learning, however, the inappropriate uses of laptops, cell phones, and texting, are disruptive to the learning process and disrespectful to your fellow classmates and professor. Please turn off your cell phones or place them on vibrate/silent mode while in class. No texting is permitted during lectures or class discussions. If you bring your laptop to class, you are expected to stay on task, take notes, and actively participate in class discussions. Avoid embarrassment in front of your peers for disruptive and unacceptable classroom behavior.

Academic Integrity. Students must present their own efforts in all of their work including assignments and quizzes. Cheating, plagiarism, and falsifying research data are considered unacceptable behaviors. **Plagiarism refers to taking someone else's work and representing it as one's own. When in doubt, cite the author's last name, year of publication, and page number after a quote.** Violations will be referred to the Dean of Students for appropriate action.

Students' responsibilities and protocols

- Students will complete all procedures required to drop the course if they desire to obtain a "W."
- Students are responsible for financial arrangements to cover their trip and tuition. They are also responsible for repayment if they drop the class or earn a failing grade.
- Students will be active in their own learning process, obtain knowledge on their own, and share their knowledge with their peers and professors.
- Students are expected to read the assigned pre-departure material prior to beginning our trip to Spain. They should be prepared to answer questions related to material in the text and may be called on to do so. Students

- are responsible for setting time aside to read and take notes to prepare for quizzes and class discussions and should also be prepared to ask questions about issues of interest or for clarifications of concepts during class.
- Students are expected to show respect for the instructors, guests and one another regardless of divergent opinions, cultural values, and other interpersonal and group differences.
 - Communications with your peers and your professor must follow the protocol you will read at <http://www.wikihow.com/Email-a-Professor> Participation points will be deducted when your messages do not follow the conventions listed in the site referenced.
 - When your professor asks you to meet, you must schedule a meeting or meet her during office hours during the next 36 hours. Failing to meet with her will result in a deduction of your participation points.
 - Students should give one another equal opportunity to express opinions, experiences and ideas.
 - All students should be supportive of a cooperative learning environment in the classrooms and during our field trips.
 - Students are encouraged to attend all sessions, arrive on time, and remain in attendance until each session is formally ended. When a test is scheduled, students will not be allowed to leave the classroom before finishing the test, with the exception of documented medical problems. A significant proportion of the learning process originates from interaction with others and in the give-and-take discussions relevant to readings. Because our class represents a system of learning, your presence or absence affects and enables the learning process of every other class member.
 - Students will not use cell phones or other electronic devices during our class sessions, or exams at all. Students must turn off or silence all electronic devices. Students will not be allowed to use computer during class unless they have a documented need to use a laptop. In that case, the computer will be used exclusively to take notes and the student must use designated places for computer users. Students will be allowed to use computers during our writing, editing, and review sessions.

Assignment Menu for Final Paper Assignment

Students will conduct research that will culminate in a final paper based primarily on ethnographic fieldwork and a literature review. All papers must be typed and double-spaced with 1” margins and 12 pt font with a title, name and date on the first page and page numbers on every page. They must be handed in by the deadline in one of two ways: (1) emailed to me in either a MS word or pdf file with the file name “Last name-Food and Culture-Final paper;” or (2) printed out, and handed in. **DO NOT** use binders, covers, or title pages. **DO** staple your papers in the upper left hand corner.

Most of the information in your paper will come from anthropological fieldwork, but you must also cite at least three scholarly books and/or journal articles. For scholarly sources, consult the course books and their bibliographies, the UTEP library and online peer-reviewed journals available through the library’s homepage.

Option 1 - Recipe Paper: 2500-3000 words (8-10 pages)

The recipe paper involves choosing a food dish that is special to your family or someone else’s family in Spain, collecting the recipe, documenting its preparation, interviewing 2-4 family members about the recipe’s history and meaning, discussing one of its main ingredients, drawing a food map, and learning the recipe’s significance.

You should conduct 2-4 interviews with family members about the following topics:

- Origins, history, and transmission of the recipe?
- Who originated it and where? Has it changed over time or across the family? How and why?
- How and when is the dish served? Who prepares it? Is it associated with special or ritual occasions?
- What is its meaning? Is there any family lore associated with this dish? Is there any cultural folklore associated with this dish?

Your paper should include the recipe, cite scholarly sources about it and sources on at least **one** of its key ingredients, and summarize the interview data to describe its personal, cultural, and historical significance. Your paper should include a food map of the recipe—to be discussed in class—and photographs of the dish and its preparation.

Students should break down their final paper project in the following stages:

1. One-paragraph description of project focus
2. 3- page research design, bibliography, and interview questions. The research design defines the recipe you are researching and describes how you will gather data: interviews, participant-observation, library research, mapping, photography, etc. Interview questions must be included. A briefly annotated bibliography with at least three scholarly sources must be included.
3. 3-page data report: a description of your data and how you plan to organize and analyze them. It should include an outline of your paper. The data report should also contain copies of the raw data, such as: notes on readings, interview notes or transcriptions, participant observation notes, maps, photos, etc.
4. Final paper due one week after the class ends in Seville, Spain. Students are responsible for taking the drafts of their papers to the UTEP writing center for feedback prior to turning in their final drafts to professor.

Option 2 – Comparative Food Markets Assignment @ 2500-3000 words (8-10 pages)

Local food Markets are present throughout the City. You will be responsible for visiting an open air food market and another market of your choice. Your paper should address the following questions: **What do local open markets offer producers and consumers in Sevilla? What type of local foods are available at these markets? How might these markets play a role in promoting a just and community-building system of food production and consumption?** Answer this using data gathered from the fieldwork methodology of participant-observation. Observe and participate in shopping and eating, ask questions, take notes, and write up your observations and insights. Make reference in your course readings and to your own independent literature review.

Make sure you include the dates and times you visited. While visiting the markets, do the following:

1. Take field notes of your observations, paying attention to the types of foods: fresh or processed? ethnic traditions represented? cost? quality? locally produced? locally farmed? imported, and if so from where? Talk to at least one vendor about these questions.
2. Write down the cost of five items, and compare them to the prices of the same five items at a farm stand, grocery store, mini-mart, or supermarket. Compare the prices of the same quantities of goods. In your field notes, include the name, location, and type of store and market you are comparing.
3. Observe the clientele and vendors: their age, race/ethnicity, gender? Is the population diverse?
4. Be adventurous and experiment with a food you've never tried before! What is it, where did it come from?
5. Draw your own map of the market, a particular food stand, and describe the interactions and flow of movement and information taking place in this market. You can attach photographs, but these cannot replace your own hand drawn or computer generated map. Feel free to find somebody from the class to go with you--it's more fun and your data will be richer.

Students should break down their final paper project in the following stages:

1. One-paragraph description of project focus
2. 1-3 page research design, annotated bibliography, and interview questions. The research design defines the markets you are researching and describes how you will gather data: interviews, participant-observation, library research, mapping, photography, etc. Interview questions must be included. A briefly annotated bibliography with at least three scholarly sources must be included.
3. 1-3 page data report: a description of your data and how you plan to organize and analyze them. It should include an outline of your paper. The data report should also contain copies of the raw data, such as: notes on readings, interview notes or transcriptions, participant observation notes, maps, photos, etc.

4. Final paper due. Students are responsible for taking the drafts of their papers to the UTEP writing center for feedback prior to turning in their final drafts to professor.

Option 3: Foodways Fieldwork Project: 2500-5000 words (8-10 pages)

This project involves conducting a fieldwork-based research project on an aspect of foodways in the US or Spain. You will define the topic, write a research design, carry out the study, analyze your data, and write up your results. You may do your project on one of the following or another topic approved by me:

- an applied project working with youth, urban gardens, colonias, older adults associated with food/nutrition
- an ethnography of a farming or food producing family
- a study of a food enterprise: local farm, bakery, cheesemaker, tamaleria, restaurant...
- immigrants and food: how and why immigrants change or resist change in foodways
- a study of a groups' food habits, e.g. international students, Jews, Muslims, Mormons, Germans, Panamanians, Seventh Day Adventists, Puerto Ricans, Koreans, Mennonites, etc.
- an ethnography of a soup kitchen, food bank, or other hunger-fighting institution

1. One-paragraph description of research idea

2. 1-3 page research design, annotated bibliography, and interview questions. The research design defines the problem or question you are researching and describes how you will gather data: interviews, participant-observation, library research, mapping, photography, etc. Additional pages with interview questions must be included. A briefly annotated bibliography with at least three scholarly sources must be included.

3. 1-3 page data report: a description of your data and how you plan to organize and analyze them. It should include an outline of your paper. The data report should also contain copies of the raw data, such as: notes on readings, interview notes or transcriptions, participant observation notes, maps, photos, etc.

4. Final Paper @3000 word (8-10 page) research paper due with the following sections:

- abstract
- introduction
- methods
- findings
- significance of the research
- problems and ways you would address them if you were to do the project again
- conclusion

Note: Feel free to consult and share/brainstorm your research ideas with your professor for your Final Paper option and the various stages involved in the research process.

	Course schedule can be modified and students will be notified of any changes via Blackboard to accommodate local conditions and scheduling of trips	Course Schedule of Readings for Anthropology/Sociology/Women's and Gender studies
Date		Assigned readings and films
Pre-Departure May 18		Lengel, Laura. "Researching the Other," <i>Transforming Ourselves</i> . Faith and Foodstuffs (Chapter 8), from <i>A Movable Feast</i> . Zinn, Howard, <i>A People's History of the United States</i> . Chapter 1: "Columbus, the Indians, and Human Progress." Harper Perennial Modern Classics, 2015. Smith, Linda Tuhiwai. <i>Decolonizing Methodologies: Research and Indigenous Peoples</i> . Chapter 1. "Imperialism, History, Writing, and Theory." Zed Books, 2012.
May 19 Pre-Departure		The Columbian Exchange and impacts of Migration Nunu, Nathan, and Nancy Qian. <i>The Columbian Exchange: A History of Disease, Food, and Ideas</i> . "The Journal of Economic Perspectives 24, no. 2 (2010): 163-88. http://0-www.jstor.org.lib.utep.edu/stable/25703506 . Participant Observation, Structured Observation, and Visual Ethnography PDF's
May 20		What we Talk About when we Talk About Food (PDF) Read material for May 22
May 21	Walking tour of Seville	Hostel. Session Orientation. Field Trip.
May 22	* Visit to Alcazar and Barrio Santa Cruz (Jewish neighborhood). Food, Culture and History Class.	Food, Gender, Ethnicity and Decolonization Calvo, Luz and Cañiona Rueda Esquibel. <i>Decolonize Your Diet</i> , Introduction. Arsenal Pulp Press, 2016. Nabhan, Gary Paul. "Rooting out the causes of disease..." Chapter 23 in <i>Food and Culture. A Reader</i> by Counihan and Van Esterik. Kate Cairns and Josce Johnston. <i>Food and Femininity</i> : Chapters 1 and 2.
May 23		Nirenberg, David. "Conversion, Sex, and Segregation: Jews and Christians in Medieval Spain." <i>The American Historical Review</i> 107, no. 4 (2002): 1065-093. doi:10.1086/532664. Olmos, Juan Carlos Checa, and Ángeles Arjona Garrido. "Anti-Immigrant Feeling in Spain." <i>Polish Sociological Review</i> , no. 177 (2012): 39-53. http://0-www.jstor.org.lib.utep.edu/stable/41478918 .

		<p>Submit paragraph for your journal and answer quiz.</p> <p>Binimelis, Rosa. "The Situation of Rural Women in Spain: The Case of Small-Scale Artisan Food Produces" <i>Athenea digital</i> - 14(3): 3-22 (Noviembre 2014)</p>
May 24	Meeting at the Centro. Visit to Cathedral	<p>Visit to Cathedral</p> <p>Food, Identity, and Power</p> <p>Mead, Margaret. Chapter 1. "Why Do We Overeat?" In <i>Food and Culture</i>.</p> <p>Counihan, Carole. Food Rules in the U.S.</p> <p>Barthes, Roland. Chapter 2. "Toward a Psychosociology of Contemporary Food Consumption." In <i>Food and Culture</i>.</p> <p>Mintz, Sidney. Chapter 8: "Time, Sugar, and Sweetness" In <i>Food and Culture</i>.</p>
May 25	12:00 Information meeting at the Centro to plan visit to Cordova 19:15 Meeting at the Center. Evening visit to Casa de la Memoria	<p>Constructing Taste and Identity</p> <p>Bourdieu, Pierre. Chapter 3: "Distinction: A Social Critique Of The Judgement Of Taste." In <i>Food and Culture</i>.</p> <p>Oprea, Alexandra. "Romani Feminism in Reactionary Times." <i>Signs</i> 38, no. 1 (2012): 11-21. doi:10.1086/665945.</p> <p>Colmeiro, José F. "Exorcising Exoticism: "Carmen" and the Construction of Oriental Spain." <i>Comparative Literature</i> 54, no. 2 (2002): 127-44. doi:10.2307/4122479.</p> <p>Watch Film: Latcho Drum, by Tony Gallif (In preparation for next-day assignment).</p>
May 26	Triana	<p>Food Preferences and Cultural Identity in Spain</p> <p>Film: Latcho Drum, by Tony Gallif.</p> <p>Vega-Durán, Raquel. "United Spains? North African Immigration and the Question of Spanish Identity in "Poniente"" <i>Afro-Hispanic Review</i> 32, no. 1 (2013): 159-80. http://0-www.jstor.org.lib.utep.edu/stable/23617263.</p> <p>Cantarero L, Espicix E, Gil Lacruz M, Martín P., "Human Food Preferences And Cultural Identity: The Case Of Aragon (Spain)" <i>International Journal of Psychology</i>. 2013;48(5):881-90. doi: 10.1080/00207594.2012.692792. Epub 2012 Aug 23.</p> <p><i>Meal as Metaphore. PDF</i></p>
May 27 (Saturday)		<p>Córdoba (day trip)</p> <p>Food, Transformation, and Globalization</p>

		<p>Oliver-Rotger, Maria Antònia. "Gloria Anzaldúa's Borderless Theory in Spain." <i>Signs</i> 37, no. 1 (2011): 5-10. doi:10.1086/660169. PDF</p> <p>Leitch, Alison, Food and Culture, Chapter 28: "Slow Foods and the Politics of Globalization." In <i>Food and Culture</i>. PDF</p> <p>Levi-Strauss, Claude. Chapter 4: "The Culinary Triangle" In <i>Food and Culture</i>.PDF</p>
May 28		Morocco. Make sure to bring your readings for next day.
May 29		<p>Food and Ritual</p> <p>Walker Bynum, Carolyne. Chapter 17: "Fast, Feast, and Flesh: The Religious Significance of Food to Medieval Women." In <i>Food and Culture</i>.</p> <p>Villette, Agnès. "Nuns at Work." <i>Gastronomica</i> 11, no. 2 (2011): 90-93. doi:10.1525/gfc.2011.11.2.90.</p> <p><i>Scenes of eating</i> https://scenesofeating.com/2015/03/11/eating-the-other-bell-hooks-on-ethnicity-as-spice/</p> <p>bell hooks, <i>Eating the other</i> https://dc.ryerson.ca/DE_courses/uploadedFiles/6052_Arts/CSOC202/Modules/Module_00/eating%20the%20other.pdf</p>
May 30	4:45 PM. Meeting at the Centro. Afternoon visit to Museo de Baile Flamenco DOCUMENTARY . Gitanos.	<p>Industrialization and Food</p> <p>Goody, Jack. Chapter 7: "Industrial Food: Towards the Development of a World Cuisine." In <i>Food and Culture</i>.</p> <p>Pilcher, Jeffrey M. Chapter 29: "Taco Bell, Mascaca and Slow Food, A Postmodern Apocalypse...". In <i>Food and Culture</i>.</p> <p>Counihan, Carole. "Mexicanas Food Voice and Differential Consciousness." In <i>Food and Culture</i>.</p>
May 31	12:00 Information meeting at the Centro to plan visit to Granada.	<p>Food, Gender, and Identity</p> <p>Cairns, Katae and Johnston. Chapter 4: "Maternal Foodwork: The Emotional Ties that Bind." In <i>Food and Femininity</i>,</p> <p>Allison, Anne., Chapter 12: "Japanese Mothers and Obentos. The Lunch-Box as Ideological State Apparatus." In <i>Food and Culture</i>.</p> <p>Carrington Christopher. Chapter 14. "Feeding Lesbians Families" In <i>Food and Culture</i>.</p> <p>Watch <i>Beautiful</i> in preparation for June 2 reflection.</p>
June 1		<p>Cadiz</p> <p>Charlas Culinarias Abarca PDF</p> <p>Without Food there is No Community Abarca PDF</p> <p>"The Feast and the Gift"</p>
June 2		<i>Film Reflection: Beautiful</i> by Alejandro González Iñárritu

		<p>Connolly, Kathleen Honora. "Spirits and Those Living in the Shadows: Migrants and a New National Family in "Biutiful"" <i>Revista Canadiense De Estudios Hispánicos</i> 39, no. 3 (2015): 545-63. http://0-www.jstor.org.lib.utep.edu/stable/24717396.</p> <p>Heldke, Lisa., Chapter 27: "Let's Cook Thai: Recipes for Colonialism." In <i>Food and Culture</i>.</p> <p>Moreno, Luis. "Federalization and Ethnoterritorial Concurrence in Spain." <i>Publius</i> 27, no. 4 (1997): 65-84. http://0-www.jstor.org.lib.utep.edu/stable/3330610.</p>
June 3 (Saturday)	Study trip to Granada	<p>Trip to Granada</p> <p>Food, Gender, and Globalization</p> <p>Food and Health Disparities (PDF)</p> <p>Food Insecurity and Social Capital (PDF)</p>
June 4 (Sunday)		<p>Trip to Granada</p> <p>Food, Gender, and Globalization</p> <p>Srinivas, Tulaşi. Chapter 25, "'As Mother Made It:' The Cosmopolitan Indian Family..." In <i>Food and Culture</i>.</p> <p>Yan, Yungxian. Chapter 31: "Consuming McDonalds..." In <i>Food and Culture</i>.</p>
June 5		<p>Food, Ethnicity, and Cooking</p> <p>Williams-Forsen, Psyche. Chapter 9: "More than just "The Big Piece of Chichen." In <i>Food and Culture</i>.</p> <p>Sutton, David. , Chapter 21:"Cooking Skills, the Senses, and Memory..." In <i>Food and Culture</i>.</p> <p>Yasmecn, Giselle. Chapter 22: "Not "From Scratch"... In <i>Food and Culture</i>.</p>
June 6	Departure to Madrid. Prado Museum	<p>Madrid.</p> <p>Perry, Mary Elizabeth. "Deviant Insiders: Legalized Prostitutes and a Consciousness of Women in Early Modern Seville." <i>Comparative Studies in Society and History</i> 27, no. 1 (1985): 138-58. http://0-www.jstor.org.lib.utep.edu/stable/178640</p> <p>Leone, Maryanne L. "Trafficking and Consuming Sex in Global Spain: Facing Ethical Citizenship in Juan Bonilla's "Los Príncipes Nubios"" <i>Revista Canadiense De Estudios Hispánicos</i> 38, no. 1 (2013): 145-65. http://0-www.jstor.org.lib.utep.edu/stable/24388686.</p> <p>Guest Speaker</p>
June 7	Study trip to Toledo	Guest speaker
June 8	Madrid	Departure
Sunday June 18 th by 11:59 pm	One week after course ends in Seville, Spain	Final papers due via Blackboard by Sunday, June 18 th 11:59 pm

COURSE ADD

All fields below are required

College : Liberal Arts

Department : (WS) Women's and Gender Studies

Rationale for adding the course:

New Course has been added in Chicano Studies (CH 3305), we are seeking the WS equivalent course as WS 3305

All fields below are required

Subject Prefix and # WS 3305

Title (29 characters or fewer): Chicana/o ID Formation

Dept. Administrative Code : 1735

CIP Code 050207

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 2

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

This course is an interdisciplinary examination of the social, political, and economic forces that characterize Chicana/o identities in the U.S. By comparing and contrasting historical and contemporary Chicana/o experiences, students will better understand how issues such as race, class, gender, homophobia, nationalism, and globalization define Chicana/o identities. Students will critically analyze how Chicana/o identities and communities challenge and negotiate American norms and where Chicana/os and other Latina/os fit into the social, political, and economic hierarchies within the U.S

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): 8 weeks and 16 weeks course

TCCN (Use for lower division courses) : 3 credit hours

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)
N/A	N/A	N

Corequisite Course(s):
N/A

Equivalent Course(s):
CHIC 3305

Restrictions:	
Classification	Soph, Junior, Seniors
Major	ALL

Chicanx Identity Formation: Race, Class, and Gender
CHIC 3305 CRN 28235

Women's Studies: Special Topics
WS 3390 CRN 26447 to be WS 3305

Spring 2018 TR 10:30-11:50am EDUC 313

Dr. Irma V. Montelongo

Office: Graham Hall 110B Phone: (915) 747-7612
Office Hours TR: 3:00-4:30pm (and by appointment)
Email: imontelo@utep.edu

Course Description:

This course is an interdisciplinary examination of the social, political, and economic forces that characterize Chicana/o identities in the U.S. By comparing and contrasting historical and contemporary Chicana/o experiences, students will better understand how issues such as race, class, gender, homophobia, nationalism, and globalization define Chicana/o identities. Students will critically analyze how Chicana/o identities and communities challenge and negotiate American norms and where Chicana/os and other Latina/os fit into the social, political, and economic hierarchies within the U.S..

Student Learning Outcomes:

By the end of the class, students will:

1. Develop the critical thinking and analytical skills necessary for effective communication both orally and written.
2. Identify, analyze, and articulate the central themes, both historical and contemporary, in Chicanx identity and community formation.
3. Understand theories of race, class, ethnicity, and gender in the shaping of both geo-political and metaphorical borders.
4. Connect the past to the present in an effort to better understand the world around them.
5. Interact and collaborate with people of diverse backgrounds in open and respectful ways.
6. View themselves as global citizens.

The guiding questions for this course are the following: What is Chicana identity? What are the historical events that define Chicana identity? How do space and time inform identity formation?

Required Texts:

- Natalia Molina, ***How Race is Made in America***, (University of California Press, 2014)
- Mona Ruiz, ***Two Badges: The Lives of Mona Ruiz***, (Arte Publico Press, 2005)
- J.D. Vance, ***Hillbilly Elegy***, (Harper Press, 2016)
- Additional required readings located on **Blackboard**.

Students are responsible for all readings and must bring a copy to class, either digital or print.

Course Requirements:

1. **Attendance and Discussion:** You are expected to attend class and **be there on time;** Completion of the course depends on your attendance. If you miss a class period, it is your responsibility to obtain handouts (located in Blackboard) and notes (from a fellow student).

There are a few ground rules for discussion:

- Whether you are discussing in a group or as a class, please remember that the appeal of higher learning is that we can think and talk, maturely and responsibly about topics like race, class, gender, and sexuality.
 - **Please make an effort to treat each other, and each other's contributions to class discussions, with respect.**
2. **Quizzes (20%):** There will be quizzes throughout this summer session based on the readings and videos. The quizzes are intended to gauge your ability to keep up with the readings and videos and to ensure that you are attending class as required. **There are no make-ups for quizzes.**
 3. **Midterm Exam (25%):** There will be a midterm exam tentatively scheduled for **March 8, 2018.** The midterm will cover the first 8-weeks of the course calendar. **There are no make-ups for exams.**
 4. **Journal Entries (25% each):** Throughout the semester each student will keep a journal in Blackboard. The journal will consist of short blogs and other short assignments. I will provide detailed instructions for each journal entry throughout the semester. See Course Calendar for journal entry due dates. **Deadline to submit the journal entries will be 11:59pm of the due date. There are no make-ups for Journal Entries**
 5. **Final Comprehensive Exam (30%):** The final exam will be on **May 10, 2018 from 10:00am-12:45pm** in this classroom. **There are no make-ups for exams.**

Grading Scale: Final grades will be given according to the student's demonstrated level of mastery of the subject matter as determined by his/her assignments, class discussion, and attendance. The assignments for this course are based on a scale of 100 points. Letter grades will be assigned according to the following scale:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: 0-59

GRADUATE CREDIT FOR THIS COURSE: In order to obtain graduate credit for this course, you must satisfactorily complete a graduate level project with a topic and parameters approved beforehand by the course instructor.

Course Policies and Procedures:

1. **Attendance:** Attendance and participation in class are required. Should you miss a class, you are still responsible for everything that is covered in that class. Missing class or being late is no excuse for missing a due date or misunderstanding an assignment. Therefore, you will want to make contact with a classmate, **not the instructor**, to find out what you missed.
2. **Dropping the Class:** Students may drop the class and receive a "W" any time prior to **March 29, 2018.**

3. **Academic Dishonesty:** Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, plagiarism, and collusion. **Cheating** may involve copying from or providing information to another student, processing unauthorized materials during a test, or falsifying research data on laboratory reports. **Plagiarism** occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. **Collusion**, involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from the University for such actions.
4. **Students with Disabilities:** I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations you will need to contact the **Center for Accommodations and Support Services (CASS)** at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106 within the first two weeks for classes. For additional information please visit the CASS website at www.sa.utep.edu/cass
5. **Student Conduct:** [From the Handbook of Operating Procedures: Student Affairs]: Each student is responsible for notice of and compliance with the provisions of the Regents Rules and Regulations, which are available for inspection electronically at <http://www.utsystem.edu/bor/rules/homepage.htm>. We will have frequent discussions and students are expected to tolerate and respect the opinions of others. All students are expected to behave as responsible adults.

Please SILENCE cell phones before class and NO TEXT MESSAGING and/or FACEBOOKING during class!!!

Course Calendar:

The following is subject to change with reasonable notice to students. Any changes will be announced in class. If you miss a class meeting it is your responsibility to ask about any changes.

Part 1: Critical Race Theory and the Racial Construction of the Mexican American

Week 1: Tuesday (T) Jan. 16 – Introductions

Thursday (Th) Jan. 18 – What Is Critical Race Theory?

Read: Richard Delgado and Jean Stefancic, "What is Critical Race Theory," pgs. 1-13

Week 2: (T) Jan. 23 – Black-White Paradigms

Read: Ian Haney López, "The Social Construction of Race," pgs. 191-203; and Dan Sinkin, "The Apocalyptic Baldwin," pgs. 15-19

(Th) Jan. 25 – **Screen: "I Am Not Your Negro"** (94 mins.) K
Assign Journal Entry #1

Week 3: (T) Jan. 30 – How is Race Made in America?

Read: Natalia Molina, *How Race is Made in America*, pgs. 1-42

(Th) Feb. 1 – What is a White Man?

Read: Natalia Molina, *How Race is Made in America*, pgs. 43-90

Screen: "White Like Me" (69 min.) K

Week 4: (T) Feb. 6 – Suspended Mexicans

Read: Natalia Molina, *How Race is Made in America*, pgs. 91-111

(Th) Feb. 8 – Making Race in the 21st Century

Read: Natalia Molina, *How Race is Made in America*, pgs. 112-152

Screen: "Two Americans" (76 mins.) K

Part 2: Intersectionalities: Race, Class, Gender, and Sexuality

Week 5: (T) Feb. 13 – What is Gender?

Read: Gregg Barak, et. al., "Understanding Gender and Male Privilege," pgs. 127-146; and Sara Boboltz, "Traditional Definitions of Gender"

(Th) Feb. 15 – **Screen: "The Mask You Live In" (91 min.)**

Assign Journal Entry #2

Week 6: (T) Feb. 20 – Who is Mona Ruiz?

Read: Mona Ruiz, *Two Badges: The Lives of Mona Ruiz*, pgs. 1-58

(Th) Feb. 22 – Tortuous Paths

Read: Mona Ruiz, *Two Badges: The Lives of Mona Ruiz*, pgs. 59-117

Screen: "Generation M" (60 mins.) K

Week 7: (T) Feb. 27 – Surviving the Obstacles

Read: Mona Ruiz, *Two Badges: The Lives of Mona Ruiz*, pgs. 118-176

(Th) Mar. 1 – Drastic Changes

Read: Mona Ruiz, *Two Badges: The Lives of Mona Ruiz*, pgs. 177-235

Screen: "A Death in St. Augustine" (56 mins.) K

Week 8: (T) Mar. 6 – Study for Midterm Exam

(Th) Mar. 8 – **Midterm Exam**

Week 9: Spring Break – March 12, 2018 through March 16, 2018

Week 10: (T) Mar. 20 – **Screen: "Crash"**

(Th) Mar. 22 – Achieving One's Dreams

Read: Mona Ruiz, *Two Badges: The Lives of Mona Ruiz*, pgs. 178-288

Part 3: Intersectionalities in the 21st Century

Week 11: (T) Mar. 27 – 8th Annual Women's History Conference

(Th) Mar. 29 – **Screen: "Southwest of Salem" (91 mins.) K**

Last Day to Withdraw from Class With a "W" is Thursday, March 29, 2018

Week 12: (T) Apr. 3 – Color-Blind Racism

Read: Eduardo Bonilla-Silva, "The Central Frames of Color Blind Racism," pgs. 53-76

(Th) Apr. 5 – **Screen: “Beatriz at Dinner”** (83 mins.)
Assign Journal Entry #3

Week 13: (T) Apr. 10 – Race Relations in the Trump Era
Read: J.D. Vance, *Hillbilly Elegy*, pgs. 1-55

(Th) Apr. 12 – What is the “Rust Belt?”
Read: J.D. Vance, *Hillbilly Elegy*, pgs. 56-111
Screen: “The Epidemic” (37 mins.) K

Week 14: (T) Apr. 17 – Working-class White America
Read: J.D. Vance, *Hillbilly Elegy*, pgs. 112-167

(Th) Apr. 19 – Greater Appalachia
Read: J.D. Vance, *Hillbilly Elegy*, pgs. 168-223
Screen: “Constructing the Terrorist Threat” (55 mins.) K
Assign Journal Entry #4

Week 15: (T) Apr. 24 – Forgotten Americans?
Read: J.D. Vance, *Hillbilly Elegy*, pgs. 224-273

(Th) Apr. 26 – **Screen: “Trump: My New President”** (57 mins.) K

Week 16: (T) May 1 – Study for Final Exam

(Th) May 3 – Study for Final Exam

Final Exam: May 10, 2018 from 10:00am – 12:45pm

Degree Plan Changes to:

BA in Women's and Gender Studies

- [BA in Security Studies Online](#)
- [BA in Women's and Gender Studies](#)
- [Overview](#)
- [Faculty](#)

Return to: [Degree Programs](#)
233 Liberal Arts Building
915.747.5200

www.utep.edu/womens/

Major in Women's Studies

The Women's and Gender Studies curriculum, offers students a rigorous education in the following topics: the history of women's oppression and sexual identity; the development of gender roles and relations; contemporary economic and social profiles affecting women and men; and women's creativity in the United States, Mexico, and around the globe. The BA in Women's and Gender Studies trains students to use disciplinary theories and analytic methods to interrogate the notions of gender, power, class, ethnicity, the body, and sexuality. Many of the program's courses integrate the work of community activists and organizations in the El Paso-Ciudad Juárez region.

To complete a major in Women's Studies, students must earn 30 hours in courses approved for Women's Studies credit.

Degree Plan

Code	Title	Hours
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Minor Required

This program requires the selection of a minor.

ESOL Students

Students who completed [ESOL 1311](#) and [ESOL 1312](#) will need to also complete [ESOL 2303](#) with a grade of C or better.

University Core Curriculum

[Complete the University Core Curriculum requirements.](#)

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Women's and Gender Study Major

Required Courses:

Foundations:

Women's and Gender Studies

<u>Code</u>	<u>Title</u>	Hours
<u>WS 2300</u>	Introduction to Womens Studies	3
or <u>WS 2350</u>	Global Feminisms	
Gender and Social Movements:		
Select one of the following:		3
<u>WS 3301</u>	La Chicana	
+ <u>WS 3305</u>	Chicana/o Identity Formation: Race, Class & Gender (new class)	
<u>WS 3370</u>	Gender Roles & Society	
<u>WS 3392</u>	The Three Waves of Feminism	
<u>WS 3393</u>	Feminism of 1960's & 1970's	
<u>WS 4314</u>	Women, Power, & Politics	
Issues and Representations:		
Select one of the following:		3
<u>WS 3330</u>	Women in Fine Art	
<u>WS 3335</u>	Feminist Film	
+ <u>WS 3340</u>	Gender & Technology (add existing course to this part of the degree plan)	
<u>WS 3360</u>	Women in Literature	
<u>WS 3372</u>	Women & Work in the Sex Indust	
<u>WS 3391</u>	History of Women	
Theory:		
<u>WS 4310</u>	Feminist Theory	3
Advanced Practical/Theoretical Experience:		
Select one of the following:		3
<u>WS 3320</u>	Internship in Women's Studies	
<u>WS 4307</u>	Feminist Philosophy	
<u>WS 4360</u>	Jr/Sr Seminar/Women's Studies	
Senior Capstone Experience:		
<u>WS 3380</u>	Social Justice Values at Work	3
or <u>WS 4500</u>	Senior Capstone	
Prescribed Electives:		
Select four courses from the following:		12
<u>HIST 3329</u>	African American History	
<u>HSCI 4303</u>	Family Life & Human Sexuality	
<u>KIN 4310</u>	Selected Topics in Kinesiology	
<u>SOCI 3341</u>	Special Undergraduate Topics	

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Women's and Gender Studies

Code	Title	Hours
<u>SOWK 3365</u>	Social Work W/Special Pops	
<u>THEA 3356</u>	Women in Drama	
<u>WS 3310</u>	Directed Study	
<u>WS 3320</u>	Internship in Women's Studies	
<u>WS 3321</u>	Family Violence	
<u>WS 3322</u>	Sex, Culture, and Evolution	
<u>WS 3331</u>	Gender & Popular Culture	
<u>WS 3333</u>	Gndr, Ethncty in Contemp Art	
<u>WS 3336</u>	Queer Cinema	
<u>WS 3340</u>	Women, the Body & the Machine <u>new course title: WS 3340 Gender & Technology</u>	
<u>WS 3351</u>	Gender & Religion	
<u>WS 3352</u>	Women in American Culture	
<u>WS 3373</u>	Plagues, Pandemics, & Power	
<u>WS 3374</u>	Mental Illness at the Margins	
<u>WS 3382</u>	Gender Issues in the Arts	
<u>WS 3383</u>	Gender Issues in Humanities	
<u>WS 3384</u>	Gender Issues in Social Scincs	
<u>WS 3390</u>	Women's Studies:Special Topics	
<u>WS 3394</u>	Gender, Health, & Medicine	
<u>WS 4360</u>	Jr/Sr Seminar/Women's Studies	
+ <u>WS 4370-4362</u>	Gender, Food, and Culture (new course)	

The following may be selected if already not used toward other major requirements:

<u>WS 2300</u>	Introduction to Womens Studies
or <u>WS 2350</u>	Global Feminisms
<u>WS 3301</u>	La Chicana
<u>WS 3320</u>	Internship in Women's Studies
<u>WS 3330</u>	Women in Fine Art
<u>WS 3335</u>	Feminist Film
+ <u>WS 3340</u>	Gender & Technology
<u>WS 3360</u>	Women in Literature
<u>WS 3370</u>	Gender Roles & Society
<u>WS 3372</u>	Women & Work in the Sex Indust
<u>WS 3380</u>	Social Justice Values at Work
<u>WS 3391</u>	History of Women

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Women's and Gender Studies

Code	Title	Hours
<u>WS 3392</u>	The Three Waves of Feminism	
<u>WS 3393</u>	Feminism of 1960's & 1970's	
<u>WS 4307</u>	Feminist Philosophy	
<u>WS 4314</u>	Women, Power, & Politics	
<u>WS 4360</u>	Jr/Sr Seminar/Women's Studies	
<u>+ WS 4362</u>	<u>Gender, Food, and Culture (new course)</u>	
<u>WS 4500</u>	Senior Capstone	

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Upper-Division Women's Studies:

Select six additional hours from the following:

6

<u>WS 3301</u>	La Chicana
<u>WS 3310</u>	Directed Study
<u>WS 3320</u>	Internship in Women's Studies
<u>WS 3321</u>	Family Violence
<u>WS 3322</u>	Sex, Culture, and Evolution
<u>WS 3330</u>	Women in Fine Art
<u>WS 3331</u>	Gender & Popular Culture
<u>WS 3333</u>	Gndr, Ethncty in Contemp Art
<u>WS 3335</u>	Feminist Film
<u>WS 3336</u>	Queer Cinema
<u>WS 3340</u>	Women, the Body & the Machine (change to Gender & Technology)
<u>WS 3351</u>	Gender & Religion
<u>WS 3352</u>	Women in American Culture
<u>WS 3360</u>	Women in Literature
<u>WS 3370</u>	Gender Roles & Society
<u>WS 3372</u>	Women & Work in the Sex Indust
<u>WS 3373</u>	Plagues, Pandemics, & Power
<u>WS 3374</u>	Mental illness at the Margins
<u>WS 3375</u>	Women's Health
<u>WS 3380</u>	Social Justice Values at Work
<u>WS 3382</u>	Gender Issues in the Arts
<u>WS 3383</u>	Gender Issues in Humanities
<u>WS 3384</u>	Gender Issues in Social Scincs
<u>WS 3390</u>	Women's Studies:Special Topics

Women's and Gender Studies

Code	Title	Hours
<u>WS 3391</u>	History of Women	
<u>WS 3392</u>	The Three Waves of Feminism	
<u>WS 3393</u>	Feminism of 1960's & 1970's	
<u>WS 3394</u>	Gender, Health, & Medicine	
<u>WS 4307</u>	Feminist Philosophy	
<u>WS 4310</u>	Feminist Theory	
<u>WS 4314</u>	Women, Power, & Politics	
<u>WS 4360</u>	Jr/Sr Seminar/Women's Studies	
+ WS 4362	Gender, Food and Society (new course)	
<u>WS 4500</u>	Senior Capstone	

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Foreign Language

Select a sequence from the following options:

6

<u>ARAB 2401</u> & <u>ARAB 2402</u>	Intermediate Arabic I and Intermediate Arabic II
<u>SPAN 2301</u> & <u>SPAN 2302</u>	Intern Spanish One Non-Nat Spk and Intern Spanish Two Non-Nat Spk
<u>SPAN 2303</u> & <u>SPAN 2304</u>	Spanish For Spanish Spkrs One and Spanish for Spanish Spkrs Two
<u>SPAN 2602</u>	Intensive Intermediate Spanish
<u>SPAN 2603</u>	Intensive Span for Span Speak
<u>FREN 2301</u> & <u>FREN 2302</u>	French Three and French Four
<u>GERM 2301</u> & <u>GERM 2302</u>	German Three and German Four
<u>LATN 2303</u> & <u>LATN 2304</u>	Accelerated Latin One and Accelerated Latin Two
<u>PORT 2401</u> & <u>PORT 2402</u>	Intermediate Portuguese I and Intermediate Portuguese II
<u>LING 2303</u> & <u>LING 2304</u>	Intensive Language Study and Intensive Language Study
<u>CHIN 2301</u> & <u>CHIN 2302</u>	Intermediate Chinese I and Intermediate Chinese II

Block Electives

Complete eighteen upper-division hours from the blocks below, with three to nine hours in each

18

Total Hours

120

Course List

French and Spanish majors must fulfill this requirement in a language other than their major.

Upper-Division Women's Studies

Women's and Gender Studies

Code	Title	Hours
<u>WS 3301</u>	La Chicana	3
<u>+ WS 3305</u>	<u>Chicana/o Identity Formation: Race, Class & Gender (new course)</u>	
<u>WS 3310</u>	Directed Study	3
<u>WS 3320</u>	Internship in Women's Studies	3
<u>WS 3321</u>	Family Violence	3
<u>WS 3322</u>	Sex, Culture, and Evolution	3
<u>WS 3330</u>	Women in Fine Art	3
<u>WS 3331</u>	Gender & Popular Culture	3
<u>WS 3333</u>	Gndr, Ethncty in Contemp Art	3
<u>WS 3335</u>	Feminist Film	3
<u>WS 3336</u>	Queer Cinema	3
<u>WS 3340</u>	Women, the Body & the Machine	3
<u>WS 3351</u>	Gender & Religion	3
<u>WS 3352</u>	Women in American Culture	3
<u>WS 3360</u>	Women in Literature	3
<u>WS 3370</u>	Gender Roles & Society	3
<u>WS 3372</u>	Women & Work in the Sex Indust	3
<u>WS 3373</u>	Plagues, Pandemics, & Power	3
<u>WS 3374</u>	Mental Illness at the Margins	3
<u>WS 3375</u>	Women's Health	3
<u>WS 3380</u>	Social Justice Values at Work	3
<u>WS 3382</u>	Gender Issues in the Arts	3
<u>WS 3383</u>	Gender Issues in Humanities	3
<u>WS 3384</u>	Gender Issues in Social Scincs	3
<u>WS 3390</u>	Women's Studies:Special Topics	3
<u>WS 3391</u>	History of Women	3
<u>WS 3392</u>	The Three Waves of Feminism	3
<u>WS 3393</u>	Feminism of 1960's & 1970's	3
<u>WS 3394</u>	Gender, Health, & Medicine	3
<u>WS 4307</u>	Feminist Philosophy	3
<u>WS 4310</u>	Feminist Theory	3
<u>WS 4314</u>	Women, Power, & Politics	3
<u>WS 4360</u>	Jr/Sr Seminar/Women's Studies	3
<u>+ WS 4362</u>	<u>Gender, Food, and Society (new course)</u>	

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Women's and Gender Studies

Code	Title	Hours
<u>WS 4500</u>	Senior Capstone	5

Course List

University Core Curriculum

NOTE: The department may make specific suggestions for courses which are most applicable towards your major.

Psychology and Criminal Justice majors and minors are required to take MATH 1320 Math for Social Sciences I (C) or a higher level Calculus course.

Business majors are required to take MATH 1320 Math for Social Sciences I (C) or a higher level Calculus course.

NOTE: All courses require a C or better

Women's and Gender Studies

Code	Title	Hours
<u>WS 4307</u>	Feminist Philosophy	
<u>WS 4314</u>	Women, Power, & Politics	
<u>WS 4360</u>	Jr/Sr Seminar/Women's Studies	
<u>WS 4500</u>	Senior Capstone	
Upper-Division Women's Studies:		
Select six additional hours from the following:		6
<u>WS 3301</u>	La Chicana	
<u>WS 3310</u>	Directed Study	
<u>WS 3320</u>	Internship in Women's Studies	
<u>WS 3321</u>	Family Violence	
<u>WS 3322</u>	Sex, Culture, and Evolution	
<u>WS 3330</u>	Women in Fine Art	
<u>WS 3331</u>	Gender & Popular Culture	
<u>WS 3333</u>	Gndr, Ethncty in Contemp Art	
<u>WS 3335</u>	Feminist Film	
<u>WS 3336</u>	Queer Cinema	
<u>WS 3340</u>	Women, the Body & the Machine	
<u>WS 3351</u>	Gender & Religion	
<u>WS 3352</u>	Women in American Culture	
<u>WS 3360</u>	Women in Literature	
<u>WS 3370</u>	Gender Roles & Society	
<u>WS 3372</u>	Women & Work in the Sex Indust	
<u>WS 3373</u>	Plagues, Pandemics, & Power	
<u>WS 3374</u>	Mental Illness at the Margins	
<u>WS 3375</u>	Women's Health	
<u>WS 3380</u>	Social Justice Values at Work	
<u>WS 3382</u>	Gender Issues in the Arts	
<u>WS 3383</u>	Gender Issues in Humanities	
<u>WS 3384</u>	Gender Issues in Social Scincs	
<u>WS 3390</u>	Women's Studies:Special Topics	
<u>WS 3391</u>	History of Women	
<u>WS 3392</u>	The Three Waves of Feminism	
<u>WS 3393</u>	Feminism of 1960's & 1970's	
<u>WS 3394</u>	Gender, Health, & Medicine	

Women's and Gender Studies

Code	Title	Hours
<u>WS 4307</u>	Feminist Philosophy	
<u>WS 4310</u>	Feminist Theory	
<u>WS 4314</u>	Women, Power, & Politics	
<u>WS 4360</u>	Jr/Sr Seminar/Women's Studies	
<u>WS 4500</u>	Senior Capstone	

Foreign Language

Select a sequence from the following options:

6

<u>ARAB 2401</u> & <u>ARAB 2402</u>	Intermediate Arabic I and Intermediate Arabic II
<u>SPAN 2301</u> & <u>SPAN 2302</u>	Interm Spanish One Non-Nat Spk and Interm Spanish Two Non-Nat Spk
<u>SPAN 2303</u> & <u>SPAN 2304</u>	Spanish For Spanish Spkrs One and Spanish for Spanish Spkrs Two
<u>SPAN 2602</u>	Intensive Intermediate Spanish
<u>SPAN 2603</u>	Intensive Span for Span Speak
<u>FREN 2301</u> & <u>FREN 2302</u>	French Three and French Four
<u>GERM 2301</u> & <u>GERM 2302</u>	German Three and German Four
<u>LATN 2303</u> & <u>LATN 2304</u>	Accelerated Latin One and Accelerated Latin Two
<u>PORT 2401</u> & <u>PORT 2402</u>	Intermediate Portuguese I and Intermediate Portuguese II
<u>LING 2303</u> & <u>LING 2304</u>	Intensive Language Study and Intensive Language Study
<u>CHIN 2301</u> & <u>CHIN 2302</u>	Intermediate Chinese I and Intermediate Chinese II

Block Electives

Complete eighteen upper-division hours from the blocks below, with three to nine hours in each

18

Total Hours

120

Course List

French and Spanish majors must fulfill this requirement in a language other than their major.

Upper-Division Women's Studies

Code	Title	Hours
<u>WS 3301</u>	La Chicana	3
<u>WS 3310</u>	Directed Study	3
<u>WS 3320</u>	Internship in Women's Studies	3

Women's and Gender Studies

Code	Title	Hours
<u>WS 3321</u>	Family Violence	3
<u>WS 3322</u>	Sex, Culture, and Evolution	3
<u>WS 3330</u>	Women in Fine Art	3
<u>WS 3331</u>	Gender & Popular Culture	3
<u>WS 3333</u>	Gndr, Ethncty in Contemp Art	3
<u>WS 3335</u>	Feminist Film	3
<u>WS 3336</u>	Queer Cinema	3
<u>WS 3340</u>	Women, the Body & the Machine	3
<u>WS 3351</u>	Gender & Religion	3
<u>WS 3352</u>	Women in American Culture	3
<u>WS 3360</u>	Women in Literature	3
<u>WS 3370</u>	Gender Roles & Society	3
<u>WS 3372</u>	Women & Work in the Sex Indust	3
<u>WS 3373</u>	Plagues, Pandemics, & Power	3
<u>WS 3374</u>	Mental Illness at the Margins	3
<u>WS 3375</u>	Women's Health	3
<u>WS 3380</u>	Social Justice Values at Work	3
<u>WS 3382</u>	Gender Issues in the Arts	3
<u>WS 3383</u>	Gender Issues in Humanities	3
<u>WS 3384</u>	Gender Issues in Social Scincs	3
<u>WS 3390</u>	Women's Studies:Special Topics	3
<u>WS 3391</u>	History of Women	3
<u>WS 3392</u>	The Three Waves of Feminism	3
<u>WS 3393</u>	Feminism of 1960's & 1970's	3
<u>WS 3394</u>	Gender, Health, & Medicine	3
<u>WS 4307</u>	Feminist Philosophy	3
<u>WS 4310</u>	Feminist Theory	3
<u>WS 4314</u>	Women, Power, & Politics	3
<u>WS 4360</u>	Jr/Sr Seminar/Women's Studies	3
<u>WS 4500</u>	Senior Capstone	5

Course List

University Core Curriculum

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