

From: Cindy Palmer
To: [Zhenbiao Yang](#); ["Ken Baerenklau"](#); ["Akula Venkatram"](#); [Jennifer Doyle](#); [John S Levin](#); [Ameae M Walker](#); [Barry Mishra](#); [Sarjeet S Gill](#); [Kurt Schwabe](#)
Cc: ["Genie Elizabeth Mulari \(genie.mulari@ucr.edu\)"](#); ["Beth Ann Pabin Beatty"](#); ["Eilene Montoya"](#); [Gabrielle Brewer](#); [Alaxis B Timothy](#); ["Ana Kafie"](#); [Alice Zuyen Chavez](#); [Leondra Michelle Jacobs](#)
Subject: Student Proposal for Gender Studies Breadth Requirement - Jan 19
Date: Thursday, November 13, 2014 1:22:00 PM
Attachments: [14-15. campus review. student proposal for gender studies breadth requirement.pdf](#)

Dear Committee Chairs,

The Senate is in receipt of a student proposal to modify the breadth requirements at UCR. The submission has been initially reviewed by the Committee on Educational Policy, who agrees that the proposal merits full senate review. To that end, please submit your response by January 19, 2015 to senate@ucr.edu

I realize you've been inundated with review items and truly appreciate you time and effort. Of course, any committee that considers these matters outside its jurisdiction or charge may decline to comment.

Sincerely,
Cindy

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November 7, 2014

To: Jose Wudka, Chair  
Riverside Division

From: Ken Baerenklau, Chair   
Committee on Educational Policy

Re: Student Proposal for Gender Studies Breadth Requirement

The Committee on Educational Policy reviewed the student proposal for the Gender Studies Breadth Requirement at their November 7 meeting and unanimously voted to support the full Senate review of the proposal.

# Proposal for the Implementation of a Gender Studies Breadth Requirement at UCR

**I. Background and Justification:** We, the students at UC Riverside, are seeking the implementation of a gender studies breadth requirement that will ensure all students take at least one gender-related course before they graduate. Demonstrating this student mandate, on May 21, the Associated Students of UC Riverside (ASUCR) unanimously voted (14 to 0) for the requirement to be implemented at the University of California, Riverside.

Education is a university's most powerful and appropriate tool for addressing gender inequality and gender-related violence on campus. In light of numerous recent incidents exposing UC campuses as often hostile or unsafe environments for women students, the need to step up educational interventions is clear. The evidence is mounting that students would benefit from critical attention to the intersections of gender and violence. For instance, the Obama administration's investigation of the mishandling of sexual assault cases on two UC campuses; the recent shootings at UC Santa Barbara described by the male perpetrator as retribution for not receiving the sexual attention from women he believed he deserved; the hostile climate created annually by massive photographic displays of aborted fetuses in the center of UC campuses; and the role of sexism and the objectification of women in the entertainment culture of the university. Two recent examples specific to UCR illustrate the latter problem quite clearly. During Ludacris' recent performance at UCR's Spring Splash, he called out to students about "UCR girls giving UCR head!" While sex itself is not the problem, and expressions of sexuality have a place in campus life, we believe UCR has an obligation to teach students to recognize that women are almost always the objects in such representations, and men the agents. This pattern of objectifying women for popular entertainment was also demonstrated during winter quarter, when UCR's Associated Students Program Board brought the Adult Swim Fun House to campus. The inflatable funhouse, displayed in the center of campus, featured an exit where students slid out between giant, inflatable open legs of a woman's body (this feature is advertised as "Public Births!" on the Adult Swim website and informally called "the vagina tunnel" by UCR participants). Arguably, the sort of climate created by these incidents feeds into the stream of sexual violence at UC Riverside.<sup>1</sup> A greater awareness of the systems that oppress women, men,

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<sup>1</sup> Sexual assault, sexism, transphobia, and homophobia are issues on our own campus and college campuses around California and the nation. UC Riverside, in accordance with the Clery Act, has provided statistics for the years 2010, 2011, and 2012. In 2010, there were a total of 36 instances of "actual offenses" of assault, in 2011 there were 30 and in 2012 there were 39. These statistics are filed under the "FBI Part 1 Crime Offenses 2010-2012", and in the part 2 category of these same years there were 5 "sexual offenses," one in 2010, one in 2011, and three in 2012. Although in 2012 there were "actual offense" instances of rape and five sexual offenses, there were zero arrests made for both of these categories. The "miscellaneous activity" section for 2012, we find that there were nine instances of domestic abuse, two of which involved weapons. In the UCR Campus Violence Prevention Survey when asked if the respondent would stop sexual activities if their partner said, "no", the average response was that they would stop 25-50% of the time (22). The survey also provides examples that blame mistreated "young women" for sexual assault in how they act or carry themselves (5). It provides the information that 2% of the respondents to the survey taken here at UCR reported that they experienced rape (1). This is an issue on our own campus and campuses around the nation. The survey shows that around 6% of students who experienced exclusionary, intimidating, offensive, or hostile conduct experienced it based on their gender identity or gender expression "very often" (70).

lesbian, gay, bisexual, transgender, and queer identified people can be a powerful influence in a university setting where sexual assault, rape, bullying, and hazing are known to occur.

In light of the normalization of misogyny and gendered violence in the broader culture, we feel it is naïve for us to imagine that UCR students will have the critical thinking skills necessary to question these forces—*unless students have been provided with the training and skills to do so*. Through inclusion of gender in UCR’s general education program, the campus can take the needed steps to accomplish its goal of, “[setting] an example of respect for all people,” as its own Principles of Community stress.<sup>2</sup> As a university that prides itself on academic achievement and a climate of respect and diversity, UCR’s investment in gender studies will position the campus as a national and global leader that teaches students not only about the crisis of rape culture (on campuses, in the military, and beyond) but also about the central role of gender in shaping how labor is divided, how products are sold, how wars are justified, how children are raised, how knowledge is produced, how wealth is divided, and almost every other realm of social life.

All students at UCR are required to fulfill an ethnicity requirement by taking one ethnic studies course. This requirement has been a great success, and has helped to promote diversity and student awareness of racial and ethnic inequality in society. Gender and sexuality, in intersection with race, ethnicity, and socioeconomic status, also profoundly shape people’s life chances, their status in society, their sense of self, and their capacity for self-determination. Arguably, it is UCR’s obligation to offer students some insight into the workings of such powerful, ubiquitous, and complex forces—if only so that students may be effective at the professions they take up after graduation. For instance, many UCR students go on to become teachers in California public high schools, and as mandated by SB 48, teachers in California schools must offer their students some instruction in LGBT history. Of course, to do this effectively, teachers must themselves have training in LGBT history. This is but one example of the direct link between education in gender and sexuality and optimized effectiveness in the very fields that UCR students are most likely to enter.

## **II. Feasibility and Implementation of the Gender Studies Breadth Requirement:**

The developing our proposal, we assessed the feasibility of a gender studies breadth requirement by: 1) creating well defined criteria for choosing classes that can fulfill the requirement, 2) finding relatively accessible classes, and 3) ensuring the requirement would not extend students’ length of time to graduation. We concluded that these prerequisites can be satisfied as follows.

Classes that fulfill the gender studies requirement must have at least ONE of the following characteristics:

1. The course is listed as a Women’s Studies (designated by WMST) or Lesbian, Gay, Bisexual, Intersex, and Transgender studies (designated by LGBS) course.

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<sup>2</sup> <https://chancellor.ucr.edu/documents/community.pdf>

2. The course focuses on gender difference, the history of gender, or gender's role in the formation of social institutions and cultural formations—in the U.S. or globally.
3. The course focuses on gender's intersection with other aspects of identity, community, or oppression.
3. The course focuses on sexualities.
4. The course focuses on theories of gender or sexuality.

There are over 200 classes offered by the University of California, Riverside that meet at least one of these criteria. These courses are listed in the attached document (see Appendix A).

#### How the Requirement Will be Implemented Across Colleges:

**BCOE:** Currently, undergraduate students in the Bourns College of Engineering are required to take three humanities courses and three social science courses to satisfy their breadth requirements. With implementation of the gender studies breadth requirement, one of these six humanities or social science courses must also meet the criteria outlined above for the Gender Studies Breadth Requirement. Following in the model of UCR's ethnicity requirement, the gender studies requirement may overlap with extant humanities and social science requirements. Or, students may elect to take an additional course that fulfills the Gender Studies Breadth requirement. When the former option is chosen, time to graduation is unaffected.

**CNAS:** Currently, undergraduate students in the College of Natural and Agricultural Sciences are required to take three humanities courses and three social science courses to satisfy their breadth requirements. With implementation of the gender studies breadth requirement, one of these six humanities or social science courses must also meet the criteria outlined above for the Gender Studies Breadth Requirement. Following in the model of UCR's ethnicity requirement, the gender studies requirement may overlap with extant humanities and social science requirements. Or, students may elect to take an additional course that fulfills the Gender Studies Breadth requirement. When the former option is chosen, time to graduation is unaffected.

**CHASS:** Currently, undergraduate students in the College of Humanities, Arts, and Social Sciences are required to take five humanities courses and four social science courses to satisfy their breadth requirements. With implementation of the gender studies breadth requirement, one of these nine humanities or social science courses must also meet the criteria outlined above for the Gender Studies Breadth Requirement. Following in the model of UCR's ethnicity requirement, the gender studies requirement may overlap with extant humanities and social science requirements. Or, students may elect to take an additional course that fulfills the Gender Studies Breadth requirement. When the former option is chosen, time to graduation is unaffected.

### **III. Campus Support for the Gender Studies Breadth Requirement**

Through petitioning, student testimonials, social media and student organizations' support, we are able to demonstrate that the student body, faculty, alumni, and community are in support of implementing a Gender Studies requirement. Endorsements from student organizations highlight

the diversity of those who acknowledge the need for a gender studies requirement. Please see student testimonials (Appendix B).

The following student organizations are in support for a gender studies requirement:

- ASUCR Senate
- Afrikan Student Alliance
- La Familia de UCR (LaFa)
- Queer People of Color (QPOC)
- Queer Alliance (QA)
- Teatro Quinto Sol (TQS)
- North Africa, Middle East, Subcontinent and Neighboring Countries (NAMES)
- Providing Opportunities, Dreams, and Education in Riverside (PODER)
- Sexual Assault Violence Education
- Skate Club/ Longboard Club at UCR
- Women's Studies Department

The viral presence of our campaign on social media also demonstrates the support of the student body in making the proposal for a Gender Studies requirement a reality. Over 500 students have liked/joined our Facebook page, and approximately 250 students from across UCR's colleges have signed our petition. It should also be noted that during the Associated Students of UC Riverside (ASUCR) vote, various student senators suggested broadening the Gender Studies proposal to include courses that meet the GE Humanities requirement and committed to introducing a version of Gender Studies requirement more broadly across the UC system.

## **APPENDIX A: UCR Courses Meeting the Criteria for the Gender Studies Requirement**

### ***ANTHROPOLOGY:***

ANTH 109. Women, Politics, and Social Movements: Global Perspectives  
ANTH 136. Anthropological Perspectives on Gender in Southeast Asia  
ANTH 143. Gender, Race, and Medicine  
ANTH 145. Sexualities and Culture  
ANTH 147. Reproduction: Policies, Politics, and Practices  
ANTH 148. Gender and the State  
ANTH 149. Gender, Kinship, and Social Change  
ANTH 164. Gender and Development in Latin America  
ANTH 174. Anthropology and Film  
ANTH 177. Gender, Sexuality, and Music in Cross- Cultural Perspectives  
ANTH 178. Gender and Archaeology  
ANTH 179. Gender, War, and Militarism  
ANTH 182. Anthropology of Human Rights

### ***ART HISTORY:***

AHS 165. Women Artists in Renaissance Europe, 1400- 1600  
AHS 175. Industry and Alienation: Late Nineteenth- Century American Art  
AHS 179. Revolution, Reaction, and Revision: American Art between the World Wars

### ***ASIAN STUDIES:***

AST 112. Modern Korean Literature  
AST 150. In Women's Hands: Reading Japanese Women Writers  
AST 165 (E-Z). Themes in Vietnamese Literature  
AST 167. Postcolonial Literature and Criticism in Southeast Asia and South Asia  
AST 186. Hong Kong Cinema: Gender, Genre, and the "New Wave"  
AST 187. Vietnamese and Overseas Vietnamese Cinema

### ***CHINESE COURSES:***

CHN 136. Family and Gender in the Chinese Short Story  
CHN 141. Militarism and Hegemony in the Ancient World

### ***JAPANESE COURSES:***

JPN 134. Cinematic War Memory  
JPN 145. Modern Japanese Thought  
JPN 150. In Women's Hands: Reading Japanese Women Writers

### ***CIVILIZATION:***

EUR 030 (E-Z). Themes in French Civilization  
EUR 110A. Vienna: Sensuality and Seduction  
EUR 124. Nordic Mythology, Folklore, and Fairytales  
EUR 137. Passions, Apparitions, and Automata

### ***COMPARATIVE AND WORLD LITERATURE:***

CPLT 022A. Introduction to World Literature by Women  
CPLT 022B. Introduction to World Literature by Women  
CPLT 120. Autobiography

CPLT 123. Transnational Feminist Film and Media  
CPLT 142 (E-Z). Women's Writing in Modern Asia and Asian America

***FRENCH:***

FREN 124 (E-Z). Gender in French Studies  
FREN 132. Rousseau and Revolution  
FREN 143. France and Asia in Literature and the Arts  
FREN 152. Food and French Literature  
FREN 153. Children in French Cinema  
FREN 160. The Fashion of Modernity

***GERMANIC STUDIES:***

GER 110A. Vienna: Sensuality and Seduction  
GER 132. Rousseau and Revolution

***ITALIAN STUDIES:***

ITAL 140. Italian Renaissance Texts and Contexts  
ITAL 162. Contemporary Italian Women Writers in Translation

***CREATIVE WRITING:***

CRWT 174. Issues in Journalism

***DANCE:***

DNCE 131. Dance, Gender, Sexuality  
DNCE 171G. Gender, Mechanization, and Shape

***ECONOMICS:***

ECON 155. Women's Labor and the Economy  
ECON 156. Population Dynamics and Economic Well-being

***EDUCATION:***

EDUC 109. Education in a Diverse Society  
EDUC 116. The Exceptional Child

***ENGLISH:***

ENGL 121 (E-Z). Postcolonial Literatures of Asia, Africa, and the Caribbean  
ENGL 122 (E-Z). Literature and Sexualities  
ENGL 123A. Women and Literature: Poetry  
ENGL 123B. Women and Literature: Autobiography  
ENGL 124A. Female Novelistic Traditions: Eighteenth and Nineteenth Centuries  
ENGL 124B. Female Novelistic Traditions: Twentieth Century  
ENGL 128 (E-Z). Major Authors  
ENGL 133. American Literature, 1914-1945  
ENGL 134. American Literature, 1945 to the Present  
ENGL 136. Latina and Latino Literature  
ENGL 139T. Studies in Asian American Literature  
ENGL 143 (E-Z). Gender, Sexuality, and Visual Cultures

***Ethnic Studies Courses:***

ETST 113 African American Women  
ETST 114 Contemporary Latina Writing in the U.S

ETST 122 Family, Sex Roles, and the Chicano  
ETST 127 Latino Men and Masculinity  
ETST 131 Race, Class, and Gender  
ETST 140 Asian American Women  
ETST 150 Asian American Family and Culture  
ETST 175 Gender, Ethnicity, and Borders  
ETST 176 Geographies of Pain: Black Women, Trauma, and Survival  
ETST 186 Policing and the Hegemony of “Law and Order”: Race, Gender, Sexuality, Citizenship, and the Politics of Criminalization  
ETST 188 Native American Women

***Global Studies Courses:***

GBST 169 From the Maghreb to the Middle East

***Spanish:***

SPN 111 (E-Z) Hispanic Literature in Translation  
SPN 122A Introduction to Hispanic Cultural Studies  
SPN 179 Gender, Media, and Latin America  
SPN 187 Latin American Science Fiction

***History Courses:***

HIST 030 Themes and Personalities in History  
HIST 033 Witchcraft in Colonial America  
HIST 060 Years of Protest: America, 1960-1975  
HIST 124 Women in Middle Eastern and Islamic History  
HISA 119 Modern U.S. Consumer Culture  
HISA 120B The Supreme Court and the Constitution  
HISA 124 Labor and Working Class History of the United States  
HISA 132 U.S. Women, Gender, and Sexuality: 1620- 1850  
HISA 133 Women, Gender, and Sexuality in U.S. History: 1850-Present  
HISA 134 African American Women  
HISA 139 American Musical Subcultures: A Genealogy of Rock  
HISA 146 History of Native American Women  
HISE 133 Women Artists in Renaissance Europe, 1400-1600  
HISE 148A Women and Gender in Early Modern Europe, 1348-1800  
HISE 148B Women and Gender in Europe, 1800-present

***Latin American Studies Courses:***

LNST 001 Introduction to Latin American Studies  
LNST 109 Gender, Media, and Latin America  
LNST 164 Gender and Development in Latin America

***LGBT Studies Courses***

LGBS 001 Introduction to Lesbian, Gay, Bisexual, and Transgender Studies  
LGBS 105 Topics in Queer Art, Culture, or Literature  
LGBS 122 (E-Z) Queer Texts and Bodies  
LGBS 122F Gothic Fiction and the History of Sexuality  
LGBS 122G New Queer Brit Lit  
LGBS 122-I British Literature and the History of Sexuality  
LGBS 122J Q(ueer) & A(sian): Gay and Lesbian Asian American Literature  
LGBS 122K Sex and Popular Culture in the Postwar United States

LGBS 122N Queer Aesthetics  
LGBS 122-O Queer American Literature  
LGBS 122Q Literature of AIDS: Gay Men Respond to a Crisis  
LGBS 122R Queer Aztlán: Chicana/o Queer Narrative  
LGBS 128 Critical Approaches to Heterosexuality  
LGBS 134 Queer Identities and Movements in the United States  
LGBS 135 Love, Desire, and Lesbian Sexuality  
LGBS 137 Critical Queer Politics  
LGBS 139 Coming Out and Sexual Identity  
LGBS 143 (E-Z) Gender, Sexuality, and Visual Cultures  
LGBS 152 Theory of Gender Inequality  
LGBS 153 Homosexuality and Music

***Media and Cultural Studies Courses:***

MCS 023 Introduction to Media Art  
MCS 036 Food in Film  
MCS 104 Film and Media Theory  
MCS 127 Chicana/o Cultural Studies and Gender Politics  
MCS 128 Queer of Color Cultural Critique  
MCS 142 Gender in Southeast Asian Diasporic Literature and Film  
MCS 143 (E-Z) Gender, Sexuality, and Visual Cultures  
MCS 151 (E-Z) Filmic Bodies  
MCS 151G Gender, Mechanization, and Shape  
MCS 154 Media, Gender, and Violence  
MCS 168 Hong Kong Cinema: Gender, Genre, and the “New Wave”  
MCS 179 Gender, Media, and Latin America

***Music:***

MUS 005 Women in Music  
MUS 126 Gender, Sexuality, and Music in Cross- Cultural Perspectives  
MUS 140 American Musical Subcultures: A Genealogy of Rock  
MUS 146 Genealogy of Electronica

***Philosophy:***

PHIL 002 Contemporary Moral Issues  
PHIL 009 Biomedical Ethics  
PHIL 108 Philosophical Issues of Race and Gender  
PHIL 118 Personhood and Personal Identity  
PHIL 166 Philosophy of Feminism  
PHIL 167 Biomedical Ethics  
PHIL 168 Ethics and Families  
PHIL 171 Feminist Bioethics  
PHIL 173 Philosophy of Sex and Sexuality

***Political Science:***

POSC 140 Militarism and Hegemony in the Ancient World  
POSC 167 Constitutional Law: Fundamental Freedoms

***Psychology:***

PSYC 166 Adolescence and Emerging Adulthood  
PSYC 171 Psychology of Gender

***Religious Studies:***

RLST 102 Contemporary Themes in Religion and Theory  
RLST 113 Topics in Modern Islam  
RLST 134 Christian Martyrs, Monastics, and Mystics  
RLST 140 Martin, Malcolm, and Masculinity  
RLST 160 Women and Religion  
RLST 162 Women's Issues in Modern Muslim Thought  
RLST 163 The Women of Early Christianity  
RLST 166 Evangelical Religion, Media, and Culture in America  
RLST 170 Current Issues in Religious Ethics  
RLST 184 Contemporary Christian Theologies

***Sociology***

SOC 028 Introduction to the Sociology of Gender  
SOC 030 Identity and Society  
SOC 031 Couples and Families  
SOC 134 Law, Race, Class, Gender, and Culture  
SOC 140 The Sociology of Women  
SOC 141 Men and Masculinity  
SOC 153 Sexualities  
SOC 154 Sport and Gender  
SOC 155 (E-Z) Topics in the Sociology of Gender  
SOC 179 Social Movements and Collective Action

***Southeast Asian Studies:***

SEAS 172 Gender in Southeast Asian Diasporic  
Literature and Film  
SEAS 175 Asian American Women: Writing the Self in  
Literature and Film  
SEAS 177 Vietnamese and Overseas Vietnamese  
Cinema

***Women's Studies:***

WMST 001 Gender and Sexuality  
WMST 010 Women and Culture  
WMST 011 Media Imagery of Women and Class  
WMST 020 Women, Feminism, and Society in a Global Perspective  
WMST 022A Introduction to World Literature by Women  
WMST 022B Introduction to World Literature by Women  
WMST 030 Violence against Women  
WMST 030H Violence Against Women  
WMST 031H Latina Women in Literature and Culture  
WMST 040 Women, AIDS, and the Global Economy  
WMST 100 Gender Theory  
WMST 101 Women, Work, and Capitalism  
WMST 103 Sexualities and Culture  
WMST 105 Women, Race, and Violence: Intersectionalist and Transnational Perspectives  
WMST 106 Feminist Bioethics  
WMST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives  
WMST 108 Philosophical Issues of Race and Gender  
WMST 109 Women, Politics, and Social Movements: Global Perspectives

WMST 122 Gender in Southeast Asian Diasporic Literature and Film  
WMST 123 Transnational Feminist Film and Media  
WMST 124 Asian American Women: Writing the Self in Literature and Film  
WMST 125 Gender and Genocide  
WMST 126 Gender, Sexuality, and Music in Cross- Cultural Perspectives  
WMST 127 Dance, Gender, Sexuality  
WMST 128 Critical Approaches to Heterosexuality  
WMST 132 U.S. Women, Gender, and Sexuality: 1620- 1850  
WMST 133 Women, Gender, and Sexuality in U.S. History: 1850-Present  
WMST 134 Queer Identities and Movements in the United States  
WMST 135 Love, Desire, and Lesbian Sexuality  
WMST 136 Women and Grassroots Organizing in the United States  
WMST 137 Critical Queer Politics  
WMST 138 Gender and the Sex Trade  
WMST 139 Coming Out and Sexual Identity  
WMST 140 Reproduction: Policies, Politics, and Practices  
WMST 141 Ethics and Families  
WMST 142 (E-Z) Women's Writing in Modern Asia and Asian America  
WMST 146 History of Native American Women  
WMST 149 Gender, Kinship, and Social Change  
WMST 150 Gender and the State  
WMST 151 Islam, Women, and the State  
WMST 152 Theory of Gender Inequality  
WMST 155 Women's Labor and the Economy  
WMST 156 Women and Citizenship  
WMST 160 Women and Religion  
WMST 161 Gender and Science  
WMST 162 Women's Issues in Modern Muslim Thought  
WMST 163 The Women of Early Christianity  
WMST 164 Gender and Development in Latin America  
WMST 165 (E-Z) Themes in Vietnamese Literature  
WMST 166 Chicana/o Cultural Studies and Gender Politics  
WMST 167 Women and Gender in Postcolonial Africa  
WMST 168 Gender and Power in Muslim Societies  
WMST 169 Gender, Identity, and Visual Display in Washington, D.C.  
WMST 170 Women Artists in Renaissance Europe, 1400-1600  
WMST 175 Gender, Ethnicity, and Borders  
WMST 176 Gender, Human Rights, and Transnationalism  
WMST 178 Gender and Archaeology  
WMST 179 Gender, Media, and Latin America  
WMST 185 Gender, Race, and Medicine  
WMST 186 Gender, Power, and Shifting Identities  
WMST 187 Women, Gender, and Technology  
WMST 188 Gender and Performance  
WMST 189 Gender, Technology, and the Body

## **APPENDIX B: Student Testimonials**

### ***Chay Tadeo (UCR Student)***

“Women's studies classes gave me a concrete and reliable place to learn about gender. Before I had to rely on the information I would find online and from friends, which wasn't always right or explained in the best way. Women's studies classes allow me to learn and then take action by applying these concepts to real life situations, challenging people's ideas about themselves and others. They have given me an awareness about the way gender and sexuality play out in our lives and have allowed me to reflect on my own gender and sexuality to create a deeper understanding of myself.”

### ***Christopher Castorena (Women Studies 001-UCR)***

“Before taking Gender and Sexuality (Women's Studies 001), I failed to realize just how deeply oppressed other genders were as a whole. With all of these injustices that are going on in front of our very eyes, it makes me even more proud and inspired by the strong women that have achieved so much in the past and that continue to do so. Each and every day women are faced with roadblock after roadblock and yet they are able to break through them and achieve their goals and aspirations. No matter the circumstance, this class has taught me that I should never give up and I should continue to fight against inequality unfairly placed on each and every one of my sister's shoulders. From lower wages to sexual exploitation, it is an ever so difficult task, but if it means a better world for our future daughters, it is a task that I have no problem confronting.”

### ***Beatriz Vargas (UCR Student and Organizer)***

“Getting students to sign petitions has not been a hassle, in fact, many seemed quite enthusiastic about the idea. There is a general acceptance for a requirement like this and a genuine curiosity as to what having this new breath requirement would entail. My professor was happy with the idea when I asked her for permission to make the announcement before I passed the petition around. I know many professors that would surely find this proposal to be a positive thing for us as students. In the end, History is incomplete without Herstory, why not give students a chance to learn both?”

### ***Ciara Muir (Women Studies 001-UCR)***

“Before I took Intro to Women Studies at UCR, I never considered myself a feminist...mostly because of the horrible connotations put upon the name “feminism” that I had believed. During the course, I felt empowered, and after I completed the course I realized how poorly women are treated in society and how unequal the system truly is. I realized that patriarchy is everywhere, and I was appalled. I'm so thankful that I was able to take this class because I feel as though I appreciate myself and my gender so much more, which should be the case for everyone. Women are vital and should be appreciated, and if students were required to take a Gender Studies class, maybe everyone would learn to appreciate and truly understand feminism.”

### ***Nayelly Godinez (Women Studies 20- UCR)***

“I loved Women Studies because of the fact that it informed me about how women are fighting for causes to help third world women become more independent from the dominating men in

their lives and their oppressive cultures. I learned a lot from this class and it opened my eyes to many new things, but this was the most prominent lesson that stuck to me. I believe I benefitted from it a lot!”

***Yanet Mendoza (Women Studies 001)***

“Women Studies taught me how important of a human being that I am. I grew up in a Hispanic household in which the man was always the one to make the decisions. I grew up with the idea that the only thing I was good at was bearing children and cooking dinner. After taking women studies 001, I grew to have a better understanding of the world and my place in it.”

***Nafi Karim (Senator of ASUCR)***

“Unfortunately, because business is such a unit heavy major, I haven’t had the opportunity to take a Gender Studies course. However, I did take an Ethnicity requirement course called “Religious Myths and Rituals”, which focused on the Native Indian experience and voodoo religions from the Bahamas. While initially it was a little new and foreign learning about them, it really helped me look at things from a new perspective, and allowed me to understand and accept things not just from my own perspective, but rather how the believers see and experience it. The Ethnic Studies requirement has helped me develop a more accepting behavior towards ideas that are not from my own worldview. Similar to the Ethnic Studies course requirement, I strongly believe that the Gender Studies requirement could play a similar role in making our students more well-rounded and accepting. I personally wish I would have had the opportunity to take a Gender Studies course.”

***Lucho Bustamante (WES 110- UCR)***

“I gained a greater understanding about economic inequality among men and women while taking a Women Studies course at UCR. It never occurred to me that women truly made less money than men until I took this course and it was even more surprising to me that they made less than men while doing the same exact job as we do. It is in this way that we clearly see an inequality between genders. Because we know of this inequality, perhaps we can achieve more equality soon; I believe more students having to take a Gender Studies course would help achieve that goal.”

***Matthew Torres (Women Studies 001- UCR)***

“After taking a Women Studies class, I learned more about interacting with different types of people ...people who categorize themselves with different genders and sexualities, which was out of my realm of experience. I learned to tolerate different opinions along the way and it helped me become more open-minded and accepting to the struggles of other people.”

***Ashley Rodriguez (Women Studies 001- UC Santa Cruz and current student at UCR)***

“Women Studies was beneficial for me to take because I learned to stand up for myself as a female...something that I was not taught growing up. My professor was extremely dedicated and knew what she wanted as a feminist and I admired her empowering passion. I also admired the way everyone was touched by her as well. I felt so much empowerment in this class; I wouldn’t have felt it in any other course. I think it would be awesome if every student left college with the knowledge of feminism and gender inequalities, because they are real and need to be addressed!”

***Hailey Hermanson (Gender Studies 10- UCLA)***

“Throughout my coursework in my Gender Studies class, I became more knowledgeable and extensively more aware of the effects of gender upon society. I thoroughly enjoyed getting to know the pressure that comes with each gender, as well as, the unfair advantages that some receive. While I still remain Naïve to many topics within gender studies, I am certainly grateful to have taken the course and now have an open-mind to gender-related topics and consider myself more knowledgeable when speaking on the topic.”

***Shukora Brown (Women Studies 001-UCR)***

“I took Gender and Sexuality. The class helped me realize that things aren't so black and white when it comes to gender and sexuality. We look at things as if it's just a man and a woman and straight and gay but there's also pansexual, bisexual, transgender and others as well. I think its important that everyone learn this as well because it'll bring about a better understanding of one another and help us be more accepting of each other.”

***Nicholas Stidham (Women Studies 001- UCR)***

“Throughout my current college career at UCR, I have found that Women Studies courses are incredibly beneficial. As a male Media and Cultural Studies major, these Women Studies courses, such as Intro to Women Studies and MCS123 have broadened my outside understandings. It has shown me parts and struggles of life that I had never known about and has made me a much more conscious member of society. Women are members of this world just as equally as men are, and are so vital to every aspect of life. These courses have taught me to be more respectful and open-minded to various opinions that women have. I have greatly appreciated the knowledge I have gained from Women Studies courses at UCR.”

***Nicholas Torres (Women Studies 001- UCR)***

“I had come into UCR already knowing about a lot of gender inequalities. It doesn't take a ten week course to make someone realize that the unequal treatment of men and women exists in most societies. What was more interesting to me were the theories presented in woman's studies about how and why these inequalities still exist today. Even despite the overwhelming evidence that much of the data used to objectify and oppress women is false we still allow unfair treatment in the workplace and at home. What is most important about woman's studies is not the presentation of the idea of inequality, but rather the realization that as a society we created this inequality and as a society we must begin to change gender norms.”

***Raquel Castaneda (Women Studies 001- UCR)***

“As a female attending the University of California, making Woman's Studies classes a requirement seems like an obvious choice. But all university students ought to come out of college with a general grasp on gender differences that exist today and that cause strife all over the world. Women alone are not enough to make feminism popular. It takes a movement of men and women to begin to end patriarchy and move western society towards equalization of the genders.”

***Joseph Lister (WMST- UCR)***

“As a gay male, it was empowering to see an overlooked social status being taught in higher education. Also, it sparked an interest to voyage into learning about unrepresentative people.

Naturally the environment of the class was very supportive, safe and approachable. It developed a sense in me that there is a group on campus that I can trust. Every student should get a true understanding of these real life issues.”

***Abraham Galvan Sanchez (Current Vice President of External Affairs- ASUCR)***

“Although I have never taken a Gender Studies course, I believe that it would be beneficial to have a Gender Studies requirement. Taking an Ethnic Studies course as part of the Ethnic Studies requirement helped me understand race relations and history. I believe Gender Studies would play a similar role in contributing to the education of students at UCR by informing students of the importance of understanding gender relations and history.”

***Sarah Green (Women Studies 001- UCR)***

“The content of my women’s studies course was educational and brought a whole new level of understanding regarding women’s systematic oppression from wage inequality to how science follows patriarchy when discussing the reproductive system. I was able to learn about many gender identities as well, which brought me out of my own personal comfort zone; the class helped me open my mind extensively.”

***Pricilla Perey (Women Studies 002-UCR)***

“I took Women's Studies 2 as a breadth course with Professor Regina Lee during Fall '13. The class opened my eyes to the injustices done to women. Personally, the most striking part about the class was the fact that many of the issues that women face today (e.g. discrimination in the workplace, living in a predominantly patriarchal society, etc.) could be combated by the ideals of love and open-mindedness as stated by feminist author bell hooks. Sounds simple enough but perhaps it's not surprising how few people are accepting of that idea. Nevertheless, hooks' forward thinking gives me hope for a better society where women and men alike can thrive. I strongly urge my peers to take a Women's Studies class to become better educated on these relevant topics.”



If you have any questions regarding this proposal please contact Alexandra Duran and/or Gabriela Flores.

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