

Timeline of the Gender Studies Breadth Requirement Proposal

- June 2, 2014 – Student Proposal for Gender Studies Breadth Requirement is submitted to Senate for consideration.
- June 10, 2014 – Senate Chair Jose Wudka asks the Committee on Educational Policy (CEP) to review the proposal and comment if they were supportive of the proposal undergoing Senate review.
- July 28, 2014 – CEP responded with support for full Senate review of proposal.
- October 2014 – Senate Chair Jose Wudka asks CEP to review proposal for consideration of Senate review again due to the new composition of the Committee in the new academic year.
- November 7, 2014 – CEP responds with support for full Senate review of proposal.
- November 13, 2014 – Senate Chair Jose Wudka asks CEP, the Committee on Diversity, and Equality Opportunity, and College Executive Committees to review the proposal. Outcome of review calls for the formation of an Ad Hoc Committee to perform a more extensive review.
- November 12, 2015 – Senate Chair Jose Wudka asks the Committee on Committees (CoC) to appoint members to ad hoc committee with the charge “to review the proposal and make recommendations to Executive Council and the Division”.
- April 21, 2016 – The Ad Hoc Committee submits report and proposed revisions to proposal.
- October 5, 2016 – Senate Chair Dylan Rodríguez asks CoC to appoint members to a second ad hoc committee with the charge to address specific concerns from the Senate review that were not addressed by the 15-16 ad hoc committee.
- May 12, 2017 – Second ad hoc committee submits report and recommendations

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.¹ A greater awareness of the systems that oppress women, men,

¹ 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.² 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.

² <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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April 21, 2016

To: Jose Wudka, Chair
Riverside Division

From: Walter Clark, Chair
Ad Hoc Committee for Student Proposed Gender Studies Breadth Requirement

Re: Student Proposed Gender Studies Breadth Requirement

The ad hoc committee reviewing the student proposal for a Gender Studies breadth requirement met on April 5, 2016 to discuss the student proposals and make recommendations pertaining to it.

The committee is unanimous in its support of this initiative. The university should not, of course, encourage the rapid or indiscriminate proliferation of such requirements; however, the committee believes that some issues present a compelling case for amending curricula to include courses that address serious and pressing social concerns, especially when such amendments impact the lives and well-being of our own students in a beneficial way.

The proposal under consideration meets this criterion and is coherent and persuasive in nearly all respects. It places a great deal of emphasis not only on issues of gender but also sexuality, especially in relation to sexual orientation and self-identification. Given the recent rise of legislation legalizing discrimination against members of the LGBT community, it is clear that much remains to be done in raising the collective social conscience about sexuality as well as gender. Thus, the committee strongly recommends that this requirement be redesignated the Gender and Sexuality Studies breadth requirement, to indicate the full scope of its goals. This will also bring it into line with the newly renamed Department of Gender and Sexuality Studies, formerly Women's Studies.

I have attached a Word document with editorial suggestions in track changes. Most of these are minor but should enhance the accuracy and consistency of the proposal. This is a timely effort that merits the most serious consideration by the administration. We are convinced that, upon careful review, others will join us in urging its adoption.

Walter Clark, Chair, Committee on Educational Policy Representative
Jack Eichler, CNAS Representative
Victor Rodgers, BCoE Representative
Margie Waller, CHASS Representative

Elaine Wong, Committee on Diversity & Equal Opportunity Representative
Summer Shafer, ASUCR Student Representative

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

I. Background and Justification:

We, the students at UC Riverside, are seeking the implementation of a Gender and Sexuality Studies breadth requirement that will ensure all students take at least one gender related course related to gender and sexuality 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, sexual discrimination, and gender-related violence on campus. In light of numerous recent incidents exposing UC campuses as often hostile or unsafe environments for women and LGBT 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, sexualities, and violence. For instance, Prominent indicators of this include the following: 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 2015, 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.¹ A greater awareness of the systems that oppress women, men,

¹ 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

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, and discrimination based on sexual orientation 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 and sexuality 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.² As a university that prides itself on academic achievement and a climate of respect and diversity, UCR's investment in Ggender and Sexuality Sstudies 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 and sexuality in shaping reproductive policies and practices, how labor is divided, ~~how~~ products are sold, ~~how~~ wars are justified, ~~how~~ crops are raised, children are ~~raised~~ reared, ~~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 ~~ethnie~~ Ethnic studies Studies course. Statistical data and comments gathered from questionnaires distributed by Associated Students of UCR reveal that tThis 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. Moreover, understanding ideologies of gender and sexuality would help all UCR graduates navigate and transform domestic and international workplaces.

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

~~The~~ In the process of developing our proposal, we assessed the feasibility of a Ggender and Sexuality Sstudies 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

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).

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

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-Gender and Sexuality Studies (designated by WMSTGSST) or Lesbian, Gay, Bisexual, Intersex, and Transgender studies (designated by LGBS) course.
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 studiesGender and Sexuality Studies breadth requirement, one of these six humanities or social--science courses must also meet the criteria outlined above for the Gender and Sexuality Studies Breadth breadth Requirementrequirement. 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 and Sexuality Studies bBreadth 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-Gender and Sexuality Sstudies breadth requirement, one of these six humanities or social--science courses must also meet the criteria outlined above for the Gender and Sexuality Studies bBreadth rRequirement. Following in the model of UCR's Ethnic Studiesethnicity requirement, the gender studiesGender and Sexuality Studies requirement may overlap with extant humanities and social--science requirements. Or, students may elect to take an additional course that fulfills the Gender and Sexuality Studies bBreadth 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 studiesGender and Sexuality Studies breadth requirement, one of these nine humanities or social--science courses must also meet the criteria outlined above for the Gender and Sexuality Studies bBreadth rRequirement.

Following in the model of UCR's ethnicity requirement, the ~~gender studies~~Gender and Sexuality Studies breadth requirement may overlap with extant humanities and social-science requirements. Or, students may elect to take an additional course that fulfills the Gender ~~and Sexuality~~ Studies ~~b~~Breadth requirement. When the former option is chosen, time to graduation is unaffected.

~~SOBA: Should be included here as well.~~Currently, undergraduate students in the School of Business Administration are required to take five humanities courses and four social science courses to satisfy their breadth requirements. With the implementation of the Gender and Sexuality Studies breadth requirement, one of these nine humanities or social science courses must also meet the criteria outlined above for the Gender and Sexuality Studies breadth requirement. Following the model of UCR's ethnicity requirement, the Gender and Sexuality Studies breadth requirement may overlap with extant humanities and social science requirements. Or, students may elect to take an additional course that fulfills the Gender and Sexuality 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 ~~and Sexuality~~ Studies requirement. Endorsements from student organizations highlight the diversity of those who acknowledge the need for ~~a gender studies~~such a 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 ~~and Sexuality~~ Studies breadth 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 and Sexuality Studies proposal to include courses that meet the GE Humanities requirement and committed to introducing a version of Gender and Sexuality Studies breadth requirement more broadly across the UC system.

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

ANTHROPOLOGY:

ANTH 106 Gender and Genocide

~~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

GENDER AND SEXUALITY STUDIES:

[GSST 001 Gender and Sexuality](#)
[GSST 010 Women and Culture](#)
[GSST 011 Media Imagery of Women and Class](#)
[GSST 020 Women, Feminism, and Society in a Global Perspective](#)
[GSST 022A Introduction to World Literature by Women](#)
[GSST 022B Introduction to World Literature by Women](#)
[GSST 030 Violence against Women](#)
[GSST 030H Violence Against Women](#)
[GSST 031H Latina Women in Literature and Culture](#)
[GSST 040 Women, AIDS, and the Global Economy](#)
[GSST 100 Gender Theory](#)

[GSST 101 Women, Work, and Capitalism](#)
[GSST 103 Sexualities and Culture](#)
[GSST 105 Women, Race, and Violence: Intersectionalist and Transnational Perspectives](#)
[GSST 106 Feminist Bioethics](#)
[GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives](#)
[GSST 108 Philosophical Issues of Race and Gender](#)
[GSST 109 Women, Politics, and Social Movements: Global Perspectives](#)
[GSST 122 Gender in Southeast Asian Diasporic Literature and Film](#)
[GSST 123 Transnational Feminist Film and Media](#)
[GSST 124 Asian American Women: Writing the Self in Literature and Film](#)
[GSST 125 Gender and Genocide](#)
[GSST 126 Gender, Sexuality, and Music in Cross- Cultural Perspectives](#)
[GSST 127 Dance, Gender, Sexuality](#)
[GSST 128 Critical Approaches to Heterosexuality](#)
[GSST 132 U.S. Women, Gender, and Sexuality: 1620- 1850](#)
[GSST 133 Women, Gender, and Sexuality in U.S. History: 1850-Present](#)
[GSST 134 Queer Identities and Movements in the United States](#)
[GSST 135 Love, Desire, and Lesbian Sexuality](#)
[GSST 136 Women and Grassroots Organizing in the United States](#)
[GSST 137 Critical Queer Politics](#)
[GSST 138 Gender and the Sex Trade](#)
[GSST 139 Coming Out and Sexual Identity](#)
[GSST 140 Reproduction: Policies, Politics, and Practices](#)
[GSST 141 Ethics and Families](#)
[GSST 142 \(E-Z\) Women's Writing in Modern Asia and Asian America](#)
[GSST 146 History of Native American Women](#)
[GSST 149 Gender, Kinship, and Social Change](#)
[GSST 150 Gender and the State](#)
[GSST 151 Islam, Women, and the State](#)
[GSST 152 Theory of Gender Inequality](#)
[GSST 155 Women's Labor and the Economy](#)
[GSST 156 Women and Citizenship](#)
[GSST 160 Women and Religion](#)
[GSST 161 Gender and Science](#)
[GSST 162 Women's Issues in Modern Muslim Thought](#)
[GSST 163 The Women of Early Christianity](#)
[GSST 165 \(E-Z\) Themes in Vietnamese Literature](#)
[GSST 166 Chicana/o Cultural Studies and Gender Politics](#)
[GSST 167 Women and Gender in Postcolonial Africa](#)
[GSST 168 Gender and Power in Muslim Societies](#)
[GSST 169 Gender, Identity, and Visual Display in Washington, D.C.](#)
[GSST 170 Women Artists in Renaissance Europe, 1400-1600](#)
[GSST 175 Gender, Ethnicity, and Borders](#)
[GSST 176 Gender, Human Rights, and Transnationalism](#)
[GSST 178 Gender and Archaeology](#)
[GSST 179 Gender, Media, and Latin America](#)
[GSST 185 Gender, Race, and Medicine](#)
[GSST 186 Gender, Power, and Shifting Identities](#)
[GSST 187 Women, Gender, and Technology](#)
[GSST 188 Gender and Performance](#)
[GSST 189 Gender, Technology, and the Body](#)

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](#)

LGBIT 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 153 Homosexuality and Music](#)
~~[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 GSST 001 Gender and Sexuality](#)
[GSST WMST 010 Women and Culture](#)
[GSST WMST 011 Media Imagery of Women and Class](#)
[GSST WMST 020 Women, Feminism, and Society in a Global Perspective](#)
[GSST WMST 022A Introduction to World Literature by Women](#)
[GSST WMST 022B Introduction to World Literature by Women](#)
[GSST WMST 030 Violence against Women](#)
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[GSST WMST 126 Gender, Sexuality, and Music in Cross-Cultural Perspectives](#)
[GSST WMST 127 Dance, Gender, Sexuality](#)
[GSST WMST 128 Critical Approaches to Heterosexuality](#)

[GSST WMST 132 U.S. Women, Gender, and Sexuality: 1620–1850](#)
[GSST WMST 133 Women, Gender, and Sexuality in U.S. History: 1850–Present](#)
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[GSST WMST 138 Gender and the Sex Trade](#)
[GSST WMST 139 Coming Out and Sexual Identity](#)
[GSST WMST 140 Reproduction: Policies, Politics, and Practices](#)
[GSST WMST 141 Ethics and Families](#)
[GSST WMST 142 \(E-Z\) Women’s Writing in Modern Asia and Asian America](#)
[GSST WMST 146 History of Native American Women](#)
[GSST WMST 149 Gender, Kinship, and Social Change](#)
[GSST WMST 150 Gender and the State](#)
[GSST WMST 151 Islam, Women, and the State](#)
[GSST WMST 152 Theory of Gender Inequality](#)
[GSST WMST 155 Women’s Labor and the Economy](#)
[GSST WMST 156 Women and Citizenship](#)
[GSST WMST 160 Women and Religion](#)
[GSST WMST 161 Gender and Science](#)
[GSST WMST 162 Women’s Issues in Modern Muslim Thought](#)
[GSST WMST 163 The Women of Early Christianity](#)
[GSST WMST 164 Gender and Development in Latin America](#)
[GSST WMST 165 \(E-Z\) Themes in Vietnamese Literature](#)
[GSST WMST 166 Chicana/o Cultural Studies and Gender Politics](#)
[GSST WMST 167 Women and Gender in Postcolonial Africa](#)
[GSST WMST 168 Gender and Power in Muslim Societies](#)
[GSST WMST 169 Gender, Identity, and Visual Display in Washington, D.C.](#)
[GSST WMST 170 Women Artists in Renaissance Europe, 1400–1600](#)
[GSST WMST 175 Gender, Ethnicity, and Borders](#)
[GSST WMST 176 Gender, Human Rights, and Transnationalism](#)
[GSST WMST 178 Gender and Archaeology](#)
[GSST WMST 179 Gender, Media, and Latin America](#)
[GSST WMST 185 Gender, Race, and Medicine](#)
[GSST WMST 186 Gender, Power, and Shifting Identities](#)
[GSST WMST 187 Women, Gender, and Technology](#)
[GSST WMST 188 Gender and Performance](#)
[GSST 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 breadth 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.”

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

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