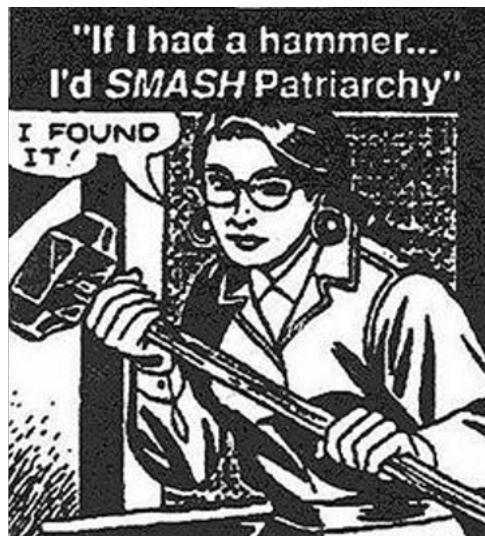


**Texas Tech University**  
**Women's and Gender Studies**  
Spring 2025  
CRN: 60954

**Feminist Thought and Theories**  
WGS 4310 001  
3 credit hours

Tuesday 12:30 to 3:20 PM  
Holden 152



“Theory is not inherently healing, liberatory, or revolutionary. It fulfills this function only when we ask that it do so and direct theorizing towards this end.” - bell hooks

**Name of instructor:** Dr. Kristin Alder

**Office location:** Drane 256

**Office/Student hours:** Wednesdays 12 to 2 PM virtually, Thursdays 12:30 to 1:30 PM in person, or by appointment. Email ahead of time to schedule an appointment.

**Email address:** [kalder@ttu.edu](mailto:kalder@ttu.edu)

**Women's and Gender Studies Office:** Drane 258

**Program Coordinator:** Aimee Cameron ([aimee.cameron@ttu.edu](mailto:aimee.cameron@ttu.edu))

## **I. Course Description**

This course is designed to provide students with an introduction to key ideas in feminist/womanist thought. It is not comprehensive and does not cover all the debates and issues in feminist/womanist thought. Rather, it aims to introduce students to key theoretical contributions. This course fulfills one of the requirements for the minor in Women's and Gender Studies.

## **II. Course Objectives and Outcomes**

When you have completed this course, you should be able to:

1. Explain a variety of frameworks for analyzing feminist/womanist issues.
  2. Describe both the continuity and diversity of feminist/womanist theories.
  3. Identify and articulate the importance of social location in theorizing.
- Additionally, the course aims to provide opportunities for students to develop and improve skills in critical thinking, observation, analysis, communication, and self-awareness.

## **Required Texts**

McCann, Carole, Seung-Kyung Kim, and Emek Ergun, editors. *Feminist Theory Reader: Local and Global Perspectives*, 5th edition. Routledge, 2021.

All additional course readings will be made available to you through Blackboard.

## **III. Course-Specific Policies**

### **ATTENDANCE:**

Attendance will be taken at every class meeting. I will excuse the following absences with documentation: 1) school-sponsored activities, 2) military service, and 3) observances of religious holidays. All other absences will be unexcused. Do not email me your doctors' notes. Doctors' notes do not excuse your absence.

You are allowed two unexcused absences without penalty. For each additional unexcused absence after that, your final grade will be lowered by one letter grade. For instance, if you end the semester with 940 points (which on my grading scale normally equates to an A,) but have three unexcused absences, you would earn a B in the course. If you had four unexcused absences, your final grade in the course would be a C.

Punctuality is extremely important. Please be on time. Habitual tardiness or leaving class early may result in the accrual of absences. If you do arrive late or plan to leave early, please be respectful of your classmates. Sleeping during class will accrue you an absence for the day.

## **COMMUNICATION WITH YOUR INSTRUCTOR:**

When communicating with me outside of class, please use the email address on the first page of this syllabus rather than the messaging app in Blackboard. When emailing me, please give me up to 24 hours to respond. Emails will not be answered over the weekend or outside regular business hours (8 AM to 5 PM Monday through Friday) or over holiday breaks so plan accordingly.

When emailing, please place your course number, course section, name, and reason for emailing in the subject heading. For instance: WGS 4310 Jane Doe Question about embodiment and body politics.

Also, I encourage you to use the office hours listed on the front of this syllabus or schedule a time that works for both of us to engage with me outside of class. We can often accomplish much more in a short meeting with tea or coffee (my treat,) than we can in an email exchange.

## **ELECTRONIC DEVICES POLICY:**

The use of cell phones in class is prohibited. Turn your cell phones off when you come into the classroom and put them away where they cannot be seen by me or you. People using these devices in class will be dismissed and counted absent. Laptop computers and tablets are allowed only for course-related activity like note-taking. If you are discovered working on outside coursework, Facebooking, Instagramming, Tik Toking, tweeting, emailing, or messaging, etc. during class time, you will lose your digital privileges for the semester and be counted absent from class for the day. These devices are not allowed during small group discussions, group exercises, or films. People using these devices during these times will be dismissed and counted absent. Ear buds are to be removed when entering the classroom and are not allowed at any time. Should you fail to remove ear buds in class, you will be dismissed and counted absent for the day.

## **RECORDINGS OF CLASS:**

Recordings of class, audio and/or visual, are prohibited unless you have the express consent of the professor and every other student in the classroom.

## **LATE WORK POLICY:**

All assigned work is due in accordance with the class schedule. Late work will be accepted within one week of the due date but will only be worth 50% of its original value. After one week, your work will not be accepted.

**In extenuating circumstances, I will review the attendance and late work policies on an individual basis.**

## **RESOLVING STUDENT ISSUES:**

If you encounter an issue in this course you should follow this chain of authority: First, discuss it with the instructor of the course in an attempt to resolve the issue. Arrange to schedule a one-on-one meeting with your professor to discuss your issue. If the issue is not resolved, or is something you do not feel comfortable discussing with the instructor, you should contact the Women's and Gender Studies Program Director who can guide you to the next steps as needed. Please follow this chain of authority - do not begin the process with the Dean's Office.

## **FORMATTING OF ASSIGNMENTS:**

All assignments should be typed in 12-point font, double-spaced, with 1-inch margins, and using MLA-Style bibliographic notation. A list of "Good Writing Guidelines" as well as directives on MLA are posted on Blackboard for your use.

## **IV. Assignments and Grading**

### **GRADING**

Your final grade in this course will be based on the following scale:

Grade	Points	Grade	Points
A+	966 to 1000	C	733 to 765
A	933 to 965	C-	700 to 732
A-	900 to 932	D+	666 to 699
B+	866 to 899	D	633 to 665
B	833 to 865	D-	600 to 632
B-	800 to 832	F	599 and below
C+	766 to 799		

## **ASSIGNMENTS**

### **1. Discussion Questions (12 x 50 points each = 600 points total)**

You will craft a weekly Discussion Question (a question about a theme or some type of political/aesthetic/etc. issue in one or more of the week's required readings which you would like to explore with your peers) and post it to the weekly Blackboard discussion board by Monday at 9 AM. A handout on student generated Discussion Questions will be discussed on the first day of class.

## **2. Final Project: Feminist/Womanist Zine (400 points total)**

For your final project in this course, you will create/curate an 8- to 10-page digital or paper zine with 1000- to 1200-words in text. A zine is a small circulation publication of original or appropriated text and images. For your zine, you will choose a feminist/womanist topic/issue discussed in or related to our course material to focus on. You will use your zine to discuss the chosen topic/issue and the course readings related to this topic/issue. Your zine will discuss and cite from two of our course readings. Additionally, your zine will introduce, discuss, and cite from two readings on your chosen topic/issue that you have researched and found on your own. Examples of feminist/womanist zines will be provided throughout the semester as well as instructions on how to get started, create, and “publish” your zine. (See “Zines” folder on Blackboard.)

The feminist/womanist zine assignment will be broken up into the following smaller exercises:

1. Zine issue/topic intent - posted to Blackboard discussion board – Tuesday, March 4 - 25 pts.
2. Zine abstract - posted to Blackboard discussion board – Tuesday, March 25 - 50 pts.
3. Declaration of readings to be used - posted to Blackboard discussion board – Tuesday, April 8 - 25 pts.
4. Rough draft of Zine/Zine peer review - in class on Tuesday, April 29 - 50 pts.
5. Final zine - due via Blackboard or handed in hard copy – Friday, May 9 by 11:59 PM – 250 pts.

## **Extra Credit (up to 100 points)**

You can earn extra credit in this course by presenting on one of the following unassigned readings from your textbook:

- 3: Lost Visions of Equality: The Labor Origins of the Next Women’s Movement
- 4: Globalization of the Local/Localization of the Global
- 8: Bargaining with Patriarchy
- 9: Lost (and Found?) in Translation
- 11: Understanding Reproductive Justice
- 16: From Patriarchy to Intersectionality
- 26: Identity
- 28: Well Founded Fear
- 29: Calling All Restroom Revolutionaries!
- 30: The Veil Debate- Again
- 32: Settler Xicana
- 37: Punks, Bulldaggers, and Welfare Queens
- 40: Multiple Mediations
- 43: Love and Knowledge
- 44: Multiculturalism and the Promise of Happiness
- 45: Reclaiming Women’s Bodies
- 49: “I’m A Citizen of the Universe”
- 50: The Color of Violence
- 51: Transnational Feminisms in Question
- 53: Eco/Feminism and Rewriting the Ending of Feminism

Your presentation should 1) provide your classmates with the key points/takeaways from the piece, 2) make connections between the piece and assigned readings and/or discussions from class, 3) be accompanied by a visual component like a PowerPoint or handout, 4) answer the following question: Why You Should Read This Piece? and 5) be no longer than 10 minutes in length. Each reading can only be presented on once and selection of readings is on a first-come basis. A sign up sheet for choosing readings and your date of presentation will be passed around during class in weeks 2, 3, and 4. Presentations can be scheduled for weeks 6 – 14 with no more than two presentations being scheduled for a single class period. Chosen presentation times can not be rescheduled. This exercise can only be completed once.

## V. Weekly Schedule

“FTR” denotes *Feminist Theory Reader*

“BB” denotes reading available on Blackboard

### Week 1: January 21

#### In class activities:

Discuss syllabus and course expectations

### Week 2: January 28 – Feminist Foundations

#### Read for class:

FTR: (5) A Black Feminist Statement – The Combahee River Collective

BB: Multiracial Feminisms: Recasting the Chronology of Second Wave Feminism – Thompson

BB: The Secret Life of an Idea from *Faux Feminism*- Khader

BB: The Soul of Feminism from *Faux Feminism*- Khader

#### Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

### Week 3: February 4 – Exploring Feminisms Further

#### Read for class:

FTR: (19) Orientalism and Middle East Feminist Studies – Abu-Lughod

FTR: (21) Decolonizing Feminism: Challenging Connections Between Colonialism – Arvin, Tuck, and Morrill

FTR: (31) Captured in Translation: Africa and Feminisms in the Age of Globalization – Nnaemeka

FTR: (35) “Under Western Eyes” Revisited: Feminist Solidarity through Anticapitalist Struggles – Mohanty

#### Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

### Week 4: February 11 - Womanisms

#### Read for Class:

BB: Womanist - Walker

BB: Womanism: On Its Own from *The Womanist Reader* - Phillips

BB: Womanist Worldview/Womanism as Spiritual Movement from *The Womanist Idea* - Maparyan

BB: Womanist Methodology: Transforming Consciousness, Changing the World from *The Womanist Idea* - Maparyan

#### Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

### Week 5: February 18 – Feminist/Womanist Epistemologies

#### Read for Class:

BB: The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist – Narayan

BB: Acultural Assumptions of Empiricism: A Native Hawaiian Critique - Meyer

BB: Conceptualizing Gender: The Eurocentric Foundations of Feminist Concepts and the Challenge of African Epistemologies - Oyewumi

BB: How to Tame A Wild Tongue from *Borderlands/La Frontera: The New Mestiza* - Anzaldúa

#### Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

### Week 6: February 25 – Standpoint Theories

#### Read for Class:

FTR: (33) The Feminist Standpoint: Toward a Specifically Feminist Historical Materialism - Hartsock

FTR: (34) Defining Black Feminist Thought - Hill Collins

FTR: (36) Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective - Haraway

FTR: (38) Standpoint Theories: Productively Controversial - Harding

#### Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

### Week 7: March 4th - Intersectionality

#### Read for Class:

FTR: (14) Critical Thinking about Inequality: An Emerging Lens by Thornton Dill and Zambrana

FTR: (15) Re-thinking Intersectionality - Nash

FTR: (25) Report from the Bahamas - Jordan

FTR: (47) "I Would Rather Be a Cyborg than a Goddess": Becoming Intersectional in Assemblage Theory - Puar

#### Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

### Week 8: March 11th - Subjectivity

#### Read for Class:

BB: The Homeland, Aztlán/ El otro México from *Borderlands/La Frontera: The New Mestiza* - Anzaldúa

BB: Movimientos de rebeldía y las culturas que traicionan from *Borderlands/La Frontera: The New Mestiza* - Anzaldúa

BB: La conciencia de la mestiza/ Towards a New Consciousness from *Borderlands/La Frontera* – Anzaldúa

#### Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

Tuesday by 2 PM: Post issue/topic intent to Blackboard discussion board



### Week 9: March 25th – Race and Racialization

#### Read for Class:

FTR: (18) Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing - Smith

BB: Bad English from *Minor Feelings: An Asian American Reckoning* - Hong

BB: Introduction: What Is Misogynoir? from *Misogynoir Transformed* - Bailey

BB: Selection from The Mirage of Unmarked Whiteness - Frankenberg

#### Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

Tuesday by 2 PM: Zine abstract due via Blackboard discussion board

### Week 10: April 1st – Sex and Gender

#### Read for Class:

FTR: (42) Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory – Butler

BB: What about Sex? from *Who's Afraid of Gender?* - Butler

BB: What Gender Are You? from *Who's Afraid of Gender* - Butler

BB: Nature/Culture: Toward Co-Construction from *Who's Afraid of Gender* – Butler

#### Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

### Week 11: April 8th – Sex and Gender, cont.-

#### Read for Class:

FTR: (12) The Transfeminist Manifesto – Koyama

FTR: (48) Undoing Theory: The “Transgender Question” and Epistemic Violence of Anglo-American Feminist Theory – Namaste

BB: The Education of Little Cis – Cisgender and the Discipline of Opposing Bodies – Enke

FTR: (23) The Social Organization of Masculinity - Connell

#### Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

### Week 12: April 15th - Sexualities

#### Read for Class:

BB: Compulsory Heterosexuality and Lesbian Existence – Rich

BB: What Counts as Sexually Fluid? Comparing Four Different Types of Sexual Fluidity in Women - Diamond

FTR: (7) Lesbianism: An Act of Resistance – Clarke

BB: The Coloniality of Sexuality pp. 410-412 - Patil

BB: Stories about Asexuality: A Qualitative Study on Asexual Women – Van Houdenhove, Gijs, T’Sjoen, and Enzlin

#### Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

Tuesday by 2 PM: Declaration of zine readings posted to Blackboard via discussion board

### Week 13: April 22nd - Embodiment

#### Read for Class:

FTR: (22) Integrating Disability, Transforming Feminist Theory - Garland-Thomson

FTR: (41) Foucault, Femininity, and the Modernization of Patriarchal Power - Bartky

BB: Something To Be Desired from *Unshrinking* – Manne

BB: Selection from *Just Go On The Pill: The Uneven Burden of Reproductive Politics* - Littlejohn

#### Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

Week 14: April 29th – Work/Labor

Read for Class:

FTR: (17) The Unhappy Marriage of Marxism and Feminism: Toward a More Progressive Union - Hartmann

BB: The Supermom Myth from *Holding It Together: How Women Became America's Safety Net* - Calarco

FTR: (54) *Intimate Labors*, Introduction - Boris and Parreñas

BB: Feminists and the Global Sex Industry from *The Industrial Vagina: The Political Economy of the Global Sex Trade* – Jeffreys

Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

Week 15: May 6th – Nation/Transnational

Read for Class:

FTR: (20) Gender and Nation - Sinha

FTR: (52) The Korean Women's Movement of Japanese Military "Comfort Women": Navigating Between Nationalism and Feminism - Lee

BB: Violence, Trauma, and Colonialism: A Structural Approach to Understanding the Policy Landscape of Indigenous Reproductive Justice - BlackDeer

BB: Manly Protectors from *The Gender Order of Neoliberalism* – Radhakrishnan and Solari

Assignment(s) for the week:

Monday by 9 AM: Post weekly Discussion Question to Blackboard

In class - Zine peer review

Finals Week: Final Project due **Monday, May 6th by 11:59 PM**

## VI. Conducting Class

### GROUND RULES FOR CREATING A COURAGEOUS AND COLLABORATIVE CLASSROOM

I do not believe that classrooms are safe spaces. Learning and unlearning are not safe acts. They can leave us feeling untethered and vulnerable. Moreover, expressing one's thoughts, ideas, and opinions in a course like this that engages with potentially controversial and uncomfortable topics can be intimidating. One of my goals as your instructor is to create an environment where we can all not only meet our potential as communicators but improve our abilities as well. To facilitate the development of our communication skills as well as the growth of critical thinking, knowledge acquisition, and intersectional feminist/womanist praxis, I ask you to think of the classroom as a courageous space where we work together in the act of collaborative learning.

Courageous and collaborative learning starts with some presuppositions I borrow from womanist scholar AnaLouise Keating: 1) Social injustice exists. 2) Our educations have been biased. 3) Blame is not useful, but accountability is. 4) “We are related to all that lives.” 5) Categories and labels shape our perception. 6) People have a basic goodness.

Courageous and collaborative learning is facilitated by a process Dr. Keating calls “listening with raw openness.” When we listen with raw openness, we 1) respect each speaker’s complex personhood, 2) remain both vulnerable and flexible to new perspectives, 3) ask for clarification before responding to something we do not understand or disagree with, 4) pause and reflect when others are speaking, and 5) challenge ideas, not speakers.

Additionally, courageous and collaborative learning happens when we 1) assume best intentions, 2) respect difference, 3) recognize our own and others’ privilege when engaging, 4) agree to disagree, 5) give people the time and space to work it out, 6) avoid either/or or status quo thinking, 7) seek dialogue, not debate or discussion, 8) use “I” and “my”- speak YOUR truth but not as if it is THE truth, 9) be open and honest but practice self-care and group-care in doing so, and 10) remember that what is said here, stays here. What is learned here, leaves here. These ground rules will challenge us. They do not come naturally to anyone... not even me. We will often forget them and revert to other behaviors. But if we actively engage in this practice of courageous and collaborative learning, we will not only acquire new knowledge but also improve our skills of communication, critical thinking, and feminist praxis.

## **NOTES ON FEMINIST PEDAGOGY**

In women’s and gender studies courses, we strive to practice feminist pedagogy. The praxis of feminist pedagogy can look very different than what you are used to in other courses. Feminist pedagogy:

Involves **Knowledge Co-Creation** between students and instructors. Students and instructors are partners in the co-creation of knowledge and the learning experience. Instructors act as facilitators in the classroom. All are valued as both learners and knowers.

Is **Intersectional**- Feminist pedagogy continually asks us to consider whose voices are centered, whose voices are left out, and how the voices of some- women, people of color, queer people, (dis)abled people, and other groups, are left out of curriculums. Here, the voices of those impacted by oppressions are centered and concerted effort is made to allow all students with the opportunity to speak and be heard.

Highlights the importance of **Community**- Connection-building is valued and students are encouraged to support one another in the practice of knowledge creation and learning. Students and instructors learn to respect each other’s differences and value diversity rather than seeking assimilation. We hope this learning and coming to voice leads to students actively participating in their own communities as responsible, informed citizens.

Uses **Dialogue** as its method of exchange, not debate or mere discussion. A crucial, yet often overlooked, component of dialogue is listening. Active intentional listening aids an instructor in their ability to ask curious questions, offer or seek clarification, and to facilitate the growth of collective empathy, trust, and respect.

Is **Empowering**- Feminist pedagogy critiques traditional structures of power and domination and seeks the empowerment of all. Empowering students means providing opportunities for students to exercise choice and agency, building student self-efficacy and confidence, and providing students with a shared stake in creating a meaningful learning experience.

Is **Reflective**- Both instructors and students should engage in critical self-reflection and reflective practice. This means we continually examine our assumptions, biases, and standpoints. Additionally, it means we seek out opportunities to both receive and give feedback to one another. Reflection also means that, as teachers, we continually seek to improve our abilities in the classroom by engaging in ongoing professional development, innovation, research, and creativity.

Focuses on **Social Justice**- As its ultimate goal, feminist pedagogy seeks a community in which everyone has access to equal economic, political, and social rights and opportunities.

## VII. University Policies

### **ADA STATEMENT:**

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in Weeks Hall or call 806-742-2405.

### **RELIGIOUS HOLY DAY STATEMENT:**

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

## **STUDENT ABSENCE DUE TO PROLONGED ILLNESS OR FAMILY EMERGENCY:**

In case of an illness or family emergency requiring an absence from class for more than one week, the student should notify his/her academic dean and/or the Dean of Students office. Texas Tech University Operating Policy 34.04 provides complete information regarding class attendance and reporting student illness and emergencies. The Dean of Students Office can be reached at 806-742-2984 or deanofstudents@ttu.edu for assistance.

## **ACADEMIC INTEGRITY STATEMENT:**

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010].

## **PLAGIARISM STATEMENT:**

Texas Tech University expects students to "understand the principles of academic integrity and abide by them in all class and/or course work at the University" (OP 34.12.5). Plagiarism is a form of academic misconduct that involves (1) the representation of words, ideas, illustrations, structure, computer code, other expression, or media of another as one's own and/or failing to properly cite direct, paraphrased, or summarized materials; or (2) self-plagiarism, which involves the submission of the same academic work more than once without the prior permission of the instructor and/or failure to correctly cite previous work written by the same student. This video, retrieved from the University of Kansas Libraries website, provides an example of a plagiarism definition as well as examples of plagiarism and how to avoid it. Please review Section B of the TTU Student Handbook for more information related to other forms of academic misconduct, and contact your instructor if you have questions about plagiarism or other academic concerns in your courses. To learn more about the importance of academic integrity and practical tips for avoiding plagiarism, explore the resources provided by the TTU Library and the School of Law.

## **CIVILITY IN THE CLASSROOM STATEMENT:**

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university

business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university ([www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php](http://www.depts.ttu.edu/ethics/matadorchallenge/ethicalprinciples.php)).

### **DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT:**

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other **Title IX violations** are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](http://titleix.ttu.edu/students). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806- 742-3674, <https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, [voiceofhopelubbock.org](http://voiceofhopelubbock.org) (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742- 3931, <http://www.depts.ttu.edu/ttupd/> (To report criminal activity that occurs on or near Texas Tech campus.)

### **STUDENT SUPPORT STATEMENT:**

The Office of Campus Access and Engagement works across Texas Tech University to foster, affirm, celebrate, engage, and strengthen all student communities. For more information about services, opportunities for participation, and ways in which Texas Tech can support your success in college, please contact (806) 742-7025.

### **STATEMENT OF ACCOMMODATION FOR PREGNANT STUDENTS:**

To support the academic success of pregnant and parenting students and students with pregnancy related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy may contact Alex Faris, the Texas Tech University designated Pregnancy and Parenting Liaison, to discuss support available through the University. The Liaison can be

reached by emailing [alfaris@ttu.edu](mailto:alfaris@ttu.edu). Should a student communicate with the instructor that they are pregnant or have a pregnancy related condition or may need additional resources related to pregnancy or parenting, the instructor will communicate that student's information to the Title IX Coordinator, who will work with the student and others, as needed, to ensure equal access to the University's education program or activity.

For more information regarding supportive measures, please contact pregnancy & parenting liaison Alex Faris ([alfaris@ttu.edu](mailto:alfaris@ttu.edu) | 806.834.3420) or visit <https://www.depts.ttu.edu/titleix/PregnancyandParenting/index.php>. You can also visit <https://www.depts.ttu.edu/titleix/PregnancyandParenting/index.php> to submit a request to Alex Faris for assistance.

### **TEXAS TECH IS A HISPANIC SERVING INSTITUTION:**

Texas Tech University is a Hispanic Serving Institution (HSI). As an HSI, Texas Tech offers a comprehensive series of programs, services, initiatives, and organizations to underrepresented students, students of color, and first-generation students, many of whom are Hispanic. As an HSI, Texas Tech University fully understands the importance of and is committed to the support and promotion of diversity, equity, and inclusion in higher education. Such efforts, however, are not limited to any one culture, race, ethnicity, gender, sexual orientation, ability or disability, economic status, age, or citizenship. For more information about Texas Tech as a Hispanic Serving Institution, see <https://www.depts.ttu.edu/diversity/institutional-diversity/hispanic-serving/>. The WGS program, in particular, celebrates this designation. We are intentional in highlighting the intellectual work of scholars from a variety of marginalized groups, including LatinX and Chicana scholars. We welcome your input and feedback about how to more fully embrace our HSI designation.

### **RECOVERY SERVICES STATEMENT:**

The Center for Students in Addiction Recovery (<https://www.depts.ttu.edu/hs/csa/> 806-742-2891) located on Akron, just north of 15th Street on the TTU campus provides peer-led addictive recovery support meetings for students. Call or drop by for more information. offers students in recovery a nurturing and supportive community. The CSAR offers students in recovery a nurturing and supportive community. The Center provides students with an abstinence-based program where students can flourish in recovery as they attain educational goals, including advanced degrees. The services provided through the CSAR supports students in recovery from alcohol, drugs, and behavioral addictions. By providing recovery support through relationships with staff, academic advising, scholarships / fellowships, recovery housing, study abroad opportunities, and more, students can flourish in recovery and in life.

### **STATEMENT ABOUT FOOD INSECURITY:**

Any student who faces securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore,



please notify the professor if you are comfortable doing so. Raider Red's food pantry (located in Doak 117) supplies personal care items and a selection of nonperishable food to students. The Raider Relief Advocacy and Resource Center (RR-ARC) is a centralized hub of resources and support for students facing hardships with their basic needs. Through a comprehensive network of campus and community partnerships, we strive to alleviate the burden of financial, physical, and emotional hardships and promote the well-being and academic success of all students. Please fill out our form to get connected: <https://www.depts.ttu.edu/raiderrelief/>.

**YOU COULD MINOR IN WOMEN'S AND GENDER STUDIES:** This course just introduces you to one important theory/method from the field of women's and gender studies. There are SO MANY MORE fascinating topics and classes you can take as a women's and gender studies minor at Texas Tech. And a minor in women's and gender studies is a great accompaniment to EVERY major! It improves your critical thinking skills and provides you with an enhanced understanding of gender and sexual identities in multiple contexts: social, cultural, and political. The minor has two required courses: WGS 2300: Introduction to Women's and Gender Studies and your choice of either WGS 4310: Feminist Thought and Theory or WGS 4399: Women's Studies Seminar. Then, you choose 12 more hours from a long list of courses—many which are cross-listed with other departments. To pursue the minor, contact Aimee Cameron at [aimee.cameron@ttu.edu](mailto:aimee.cameron@ttu.edu) or stop by 258 Drane Hall, M-F, 8-5pm. Your academic advisor and the WGS advisor will work with you to complete the best course of study for your needs. If you have any questions, concerns, or you're just curious, reach out to Dr. Alder.

**A NOTE ABOUT YOUR PROFESSOR:** Dr. Kristin Alder (she/her) earned a Ph.D. in Multicultural Women's and Gender Studies from Texas Woman's University. She has two M.A. degrees: one in Women's and Gender Studies and one in English/Literature. As an undergraduate, she attended the University of North Texas and the George Washington University in Washington, D.C. and studied English and Dance. While in college, Dr. Alder served as the United Nations representative for the Women's International League for Peace and Freedom. She has been teaching in the field of Women's and Gender Studies at the university level since 2010 and this semester will be the beginning of her fourth year at Texas Tech. Her teaching interests include women-of-colors feminisms, transnational feminisms, the theories and methodologies of Gloria Anzaldúa, and decolonial feminisms. Her favorite part of teaching is getting to know the students and creating relationships with them that last long beyond their time at university. She loves in-person office chats and is always ready to serve coffee, tea, cold beverages, and cookies to keep the conversation flowing. When Dr. Alder is not teaching, she enjoys traveling, yoga, working out, cooking, reading, watching movies, and spending time with

her dogs. Although not technically new to Lubbock, she is still getting to know the area. She would love suggestions on places to visit, eat, and/or shop in town. Additionally, Dr. Alder is currently obsessed with anything Japanese... food, literature, culture, religion, language, etc. and is looking forward to returning to the country for a month in the summer of 2025.