

**SESSIONAL POSTING**

Women's and Gender Studies in the School of Social Work  
Faculty of Arts, Humanities and Social Sciences

**Sessional/Overload Course Offerings**

Women's and Gender Studies in the School of Social Work intends to offer the following course(s) during the  
Fall Semester 2023

In accordance with Article 54 of the 2021-2025 Faculty Association Collective Agreement, Women's and Gender Studies in the School of Social Work invites applications from qualified individuals interested in teaching the following courses during the Fall Semester 2023.

***NOTE: Please be aware most of these courses are scheduled to be taught F2F, however, this may change due to COVID and may require the courses to be offered using alternative learning technology in an online environment. To learn about what resources are available to learn and use these technologies please contact the Office of Open Learning or the Centre for Teaching and Learning.***

**Fall Semester 2023:****Social Justice in Action (SJST/DISB-1000)****Tues/Thurs 8:30 – 9:50 am**

Students investigate the local and global origins of a contemporary social problem through the eyes of social justice activists. Students will assess the strengths and limitations of strategies and theoretical frameworks for social change and use this knowledge to create social action messages that raise public awareness, influence government or corporate policy, or positively change attitudes and behaviours. The successful candidate will have: Graduate education in social justice theory, or equivalent.

**Disability Studies: Theory & Culture (DISB-2010)****Mon/Wed 10:00 – 11:20 am**

This course explores the multiple meanings of disability and emphasizes the lived experience and knowledge generated by people with disabilities. It critically examines how Western economic, medical, moral, and social norms produce social exclusion and marginalization. It introduces students to key Disability Studies theorists, theories, and social justice models that resist ableism by addressing issues of access, accommodation, cultural representation, and identity. This course uses an intersectional framework to consider how variances in race, ethnicity, gender-identity, sexuality, class, citizenship, and culture impact both individual and collective experiences of disability. It considers how Disability Studies differs from other disciplinary approaches to disability, understands disability as a social construct, and positions disability as difference rather than deficit. The successful candidate will have: Graduate education in disability studies, or equivalent.

**Women, Race, and Social Justice (WGST-2200)****Tues/Thurs 10:00 – 11:20 am**

This course examines race, racialization, racism, and anti-racism in Canada today. Students consider how racial and ethnic identities are created and experienced in conjunction with other identities such as gender, sexuality, social class, and (dis)ability as well as social justice activism that challenges the person, social, political, and economic inequalities based on these identities. This course challenges the essentializing of the category of 'woman' while examining how race and gender intersect in women's lives. Topics may include: colonization and systemic racism in Canada, white privilege, Indigenous womanhood, Islamophobia and Muslim women, resisting anti-Black racism, allyship and anti-racism, and the social construction of race. The successful candidate will have: Graduate education in race and gender from an anti-racist feminist perspective, or equivalent.

**Women's Bodies, Women's Health (WGST-2500)****Tues/Thurs 4:00 – 5:20 pm**

This course examines and critiques commonly cited biological evidence in support of sex differences and male superiority, including research on anatomy, genetics, hormones, and differential brain functioning. Students explore the social, cultural, and political meanings of the female body and consider how these understandings influence medical and non-medical definitions of "health" for women. Students investigate

how sexism, classism, racism, ageism, and homophobia shape how individuals think about and value different female bodies.

The successful candidate will have: Graduate education in biological sciences, women's health, or the social determinant of health from a feminist perspective, or equivalent.

**Women & Globalization (WGST/WORK-2600)**

**Mon 11:30 am – 2:20 pm**

This course introduces students to gender-sensitive analysis of the role of women in the global economy. Course materials cover the place of women in the international division of labour, the role of women in export-oriented industries in the "Third World," and women as "homeworkers" in the First and Third World. Students will utilize relevant empirical material to develop critical thinking and an understanding of gender inequalities in the "development process."

The successful candidate will have: Graduate education in feminist theories of globalization, or equivalent.

**Frameworks for Feminist Research (WGST-3060)**

**Wed 11:30 – 2:20 pm**

An exploration of the diverse approaches to feminist research in a variety of fields. Students will examine the core questions and approaches that various disciplines bring to the study of women.

The successful candidate will have: Graduate education in women's and gender studies, or equivalent, and established expertise in feminist research methods with human participants.

**Women & the Law (WGST-3100)**

**Mon 2:30 – 5:20 pm**

This course examines the relationship between gender inequality and the legal system. Topics include abortion, marriage, divorce, custody, equal pay, sexual harassment, rape, pornography, and prostitution. Students are introduced to basic legal research tools, such as statutes, regulations, cases, and legal literature.

Required qualifications that the successful candidate must possess to teach this course: Graduate education in feminist organizing around the gendered subject and human rights, or equivalent.

**Practical Strategies for Social Change: Intervening to Prevent Sexual Violence (PSYC/SACR/SJST/SOSC/SWRK/WGST-3500/KINE-3501)**

**Mon/Wed 10:00 – 11:20 am**

This course introduces students to sexual violence as a social problem; why it matters, the forms it takes, and how it can be changed. The importance of personal and community responsibility for social change is emphasized. This course also provides students with the background knowledge that is needed to successfully teach sexual violence prevention workshops for their peers. Restricted to students who have attained a cumulative GPA of 66% or higher at the time of application.

The successful candidate will have: Graduate education in bystander theory, feminist approaches to sexual violence prevention, or equivalent.

**Women, Power, and Environments (WGST/SACR-3530)**

**Tues/Thurs 1:00 – 2:20pm**

This course focuses on environmental issues as they affect women across cultures. It provides a feminist critical analysis of the power relations in modern societies that cause environmental degradation and examines the theories, policies, and institutions that contribute to unsustainable practices. Emphasis is placed on the women-nature debate within various environmental social movements and the historical role women have played as activists.

The successful candidate will have: Graduate education or academic knowledge of environmental issues from a feminist perspective.

**Community Approaches, Advocacy and Empowerment (DISB-4010)**

**Mon 2:30 – 5:20 pm**

Students will critically review traditional approaches to professional practice with people with disabilities, with special attention to the role of the professional. Using case studies, students will explore professional intervention strategies that promote full participation and equality for people with disabilities. Other themes include self-determination and choice, supporting disability rights and self-advocacy organizations, and building alliances. Recognizing how important family is to many people with disabilities, this course will also explore the implications of the views and experiences of family members. Stressing the need for empowerment, this course introduces students to social change movements as led by people in search of

full citizenship who have disabilities. The implications for empowerment, created by the advent of new technologies, is also explored.

The successful candidate will have: Graduate education in disability studies, or equivalent.

**All Candidates should include the following:**

- A brief statement that explains how the applicant's teaching and research background prepares her/him to teach this particular course,
- A previous syllabus related to the subject matter or a sample syllabus of the advertised course,
- Evaluation of teaching scores (SETs).

**New Applications** should also include the following: (If candidate has previously taught at U of Windsor review Article 54:08 b)

- Letter of application, including statement of citizenship/immigration status
- A current curriculum vitae (for the Faculty Association template click here: <https://www.wufa.ca/article-131/schedule-a-curriculum-vitae-form>)
- A statement of teaching philosophy and interests
- Three **current** letters of reference sent directly by the referee to the email noted below.
- Evidence of qualifications (e.g. certification of degrees, dissertation and thesis topic)
- Provide a complete set of Student Evaluations of Teaching (SETs), for each course taught
- Provide a list of all courses taught

Candidates who have previously taught at the University in the past two (2) years (article 54:08 a) and have submitted their written statement of interest by March 1 annually shall be considered for all courses to which they are qualified to teach. Those who have taught previously at the University shall not be required to complete the application form or supply letters of recommendation for each reappointment (article 54:08 b).

If you need an accommodation for any part of the application process, please notify the Office of the Dean, Ms. Tracy MacLeod at [tmacleod@uwindsor.ca](mailto:tmacleod@uwindsor.ca). Should you require further information on accommodation, please visit the website of the Office of Human Rights, Equity & Accessibility (OHREA) <http://www.uwindsor.ca/ohrea/>.

Applications should be sent to:

Dr. Jane Ku, Program Coordinator  
Women's and Gender Studies in the School of Social Work  
Faculty of Arts, Humanities and Social Sciences  
Email: [wgst@uwindsor.ca](mailto:wgst@uwindsor.ca)  
University of Windsor, Windsor, ON N9B 3P4

**DEADLINE FOR RECEIPT OF APPLICATIONS: Tuesday, May 9, 2023 at noon**

(Subject to change, sufficient enrolment, and budgetary approval)

*The University of Windsor is committed to equity in its academic policies, practices, and programs; supports diversity in its teaching, learning, and work environments; and ensures that applications from members of traditionally marginalized groups are seriously considered under its employment equity policy. Those who would contribute to the further diversification of our faculty and its scholarship include, but are not limited to, women, Aboriginal peoples, persons with disabilities, members of visible minorities, and members of sexual minority groups, are encouraged to apply and to self-identify.*