WOMEN’S, GENDER AND SEXUALITY STUDIES (Div II)
Chair: Lecturer Kiaran Honderich

Advisory Committee

- Maria Elena Cepeda, Chair and Professor of Latina/o Studies; affiliated with: Women, Gender & Sexuality Stdy, American Studies Program
- Kai M. Green, Assistant Professor of Women’s, Gender and Sexuality Studies
- Kiaran Honderich, Chair and Lecturer in Women’s, Gender and Sexuality Studies; affiliated with: Public Health Program
- Vivian L. Huang, Assistant Professor of Women’s, Gender, and Sexuality Studies
- Gregory C. Mitchell, Associate Professor of Women’s, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, Chair of Women’s, Gender, and Sexuality Studies; affiliated with: Anthropology and Sociology; on leave 2019-2020
- Greta F. Snyder, Visiting Assistant Professor of Women’s, Gender, and Sexuality Studies

Women's, Gender and Sexuality Studies can be defined as the study of how gender is constructed, how it is inflected by differences of race, ethnicity, sexuality, class, and so on, how gender affects the experiences and situations of men and women, and how assumptions about gender influence the construction of knowledge and experience. Scholarship in Women’s, Gender and Sexuality Studies has brought neglected material into established fields and raised important methodological questions that cross disciplinary boundaries and challenge established intellectual frameworks. The program in Women’s, Gender and Sexuality Studies thus includes courses from a wide variety of disciplines that focus in a coherent way on gender issues and/or sexuality issues, as well as core courses that acquaint students with the interdisciplinarity of the field.

THE MAJOR

The Women's, Gender and Sexuality Studies major encourages students’ exposure to the interdisciplinary character of feminist and sexuality-focused scholarship. In addition, majors are required to gain some knowledge of methods within a field or discipline (3 courses in one of the categories listed below), to appreciate the importance of diversity (racial, sexual, class, ethnic, national, etc.) in scholarship on gender and sexuality, to gain exposure to feminist and/or queer theory, and to pursue work at an advanced level (3 courses at the 300-level).

In order to ensure that students reflect about the paths that they choose through the major, each major will be assigned to an advisor in the spring of the sophomore year. With the advisor, the student will establish a revisable course of study for the following two years. Students interested in declaring a major should contact the Chair of the Program.

Required Courses

The major consists of at least 9 courses. The following are required:

WGSS 101 Introduction to Women's, Gender and Sexuality Studies
WGSS 202 Foundations in Sexuality Studies
WGSS 400-level Junior/Senior Seminar in Women's, Gender and Sexuality Studies. The seminar explores topics in Women’s, Gender and Sexuality Studies, and varies from year to year. Majors may take more than one seminar, space permitting.

In addition to these three required courses, students are required to take six electives. In consultation with their major advisor and with approval from the chair, these six elective courses should include:

Courses from at least 3 different disciplinary traditions.
At least 3 courses at the 300-level.
At least 1 course that emphasizes feminist/queer theories and/or methodologies.
At least 1 course that emphasizes a diversity of racial, sexual, religious, and/or cultural identities and practices.

In the final semester of their senior year, all majors will be required to write a reflective intellectual autobiography of their WGSS major, in which they explain how their courses meet the goals of the major, and analyze the relationship among the courses they have taken, the papers they have written, and the research projects undertaken.

THE DEGREE WITH HONORS

Honors in Women’s, Gender and Sexuality Studies may be granted to majors after an approved candidate completes an honors project, delivers a
public presentation of the work, and is awarded honors by the Women’s, Gender and Sexuality Studies Committee. The honors project may be fall semester (plus winter study) or a year-long project. It may consist of a conventional research thesis of 40-70 pages or of other modes of presentation (e.g., art, music, poetry, theater, fiction). Proposals for non-thesis projects should include evidence of experience and competence in the chosen mode.

A student may become a candidate for honors in Women’s, Gender and Sexuality Studies after the following criteria are met:

- In April of the junior year, submission and Women’s, Gender and Sexuality Studies Committee approval of a 4- to 6-page project proposal, in which the ideas, aim, general methodology, and preliminary bibliography for the project are outlined and a faculty advisor is named; prior to submission of this proposal, students must consult with a reference librarian.

- At the end of the junior year, cumulative grade point average of 3.5 from courses taken in the major;
- In the first week of classes of the senior year, submission and approval by the faculty advisor and second reader of a 5- to 10-page “Plan of Action” (an overview of what has already been completed and a schedule of what needs to be accomplished to finish the project). Where appropriate, students pursuing honors will continue to consult with the second reader over the course of the semester(s).

All honors work, including the public presentation, will be evaluated by the Women’s, Gender and Sexuality Studies Committee. It will decide on the awarding of honors; the advisor will award the grade(s).

STUDY ABROAD

The Williams College Women’s, Gender and Sexuality Studies Program encourages potential majors to study abroad in order to enhance their education and gain international perspectives on gender and women’s issues and feminism. There are many excellent study abroad opportunities offering students a variety of possible experiences: among them cultural immersion, field work, intensive language learning, independent study, participation in another educational system. There are several semester-long programs with a specific focus on women and/or gender administered by other U.S. Colleges that would especially enrich the educational experience of our majors:

- Antioch College: Comparative Women’s Studies in Europe fall semester
- Augsburg College, Center for Global Education: Crossing Borders: Gender and Social Change in Mesoamerica fall semester; and Social and Environmental Justice in Latin America spring semester
- School for International Training: The Balkans: Women and Democratization, fall or spring semester
- Jamaica: Gender and Development, fall or spring semester
- Mali: Gender and Development, fall or spring semester
- The Netherlands: Identity, Gender and Sexuality, fall or spring semester

FAQ

Students MUST contact departments/programs BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in some cases, if appropriate course information is available in advance (e.g. syllabi and/or course descriptions), though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, complete syllabus, including readings/assignments, and exams or other written work. Depends on the level for which the student is seeking major credit (200- vs 300-).

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. 101 and 402 cannot be fulfilled abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when
weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)
No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:
None to date.

**WGSS 101 (F)(S) Introduction to Women's, Gender & Sexuality Studies (DPE)**
This course is designed to initiate you into the pleasures, pains and perplexities of critical thinking about gender and the situations of women across the globe. We will survey a wide variety of writers and issues--historical and contemporary, theoretical and practical. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist and gender studies and a vehicle for developing skills in writing and research as well as analytical tools for further work in the field. The goal is not to bring about a specific point of view, but rather to learn to analyze issues critically using the methods and frameworks that feminist theory and queer theory have developed as academic disciplines.

**Class Format:** mix of lecture and seminar meetings

**Requirements/Evaluation:** two short papers, research proposal and final paper; participation

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** required course for the Women's, Gender and Sexuality Studies major

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and sexuality around the world in a comparative contextual framework. Students will be asked in seminar space to discuss the operation of difference and power within as well as across different gender, class, racial, and sexual identities while learning in lecture meetings about feminist and queer studies' history, activism, and theory.

**Attributes:** AMST Critical and Cultural Theory Electives

**Fall 2019**
SEM Section: 01  TF 2:35 pm - 3:50 pm  Kieran Honderich
SEM Section: 02  TF 2:35 pm - 3:50 pm  Kai M. Green

**Spring 2020**
SEM Section: 01  MR 1:10 pm - 2:25 pm  Alison A. Case
SEM Section: 02  MR 1:10 pm - 2:25 pm  Greta F. Snyder

**WGSS 102 (F) West Africa through Women’s Voices (DPE) (WS)**

**Cross-listings:** WGSS 102  HIST 102

**Secondary Cross-listing**
This writing-intensive course explores West African history through texts composed and performed by women of the region from the thirteenth century to the present. By examining a variety of sources--oral tradition, legal records, women’s popular songs, Islamic pedagogical verse, personal correspondence and novels--we will consider how women's experiences challenge dominant narratives of history that have often excluded them. The course will explore the extremely varied lives of individual women in West Africa: those who have served as powerful political leaders, but also those who paid dearly for contesting political authority; those who have played central roles in the daily life of their communities as well as those who have been excluded; those women who have transgressed expected gender roles alongside women who have embraced them.

**Requirements/Evaluation:** discussion participation, map quiz, weekly response papers and a 10-page final academic paper or creative writing
Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 102 (D2) HIST 102 (D2)

Writing Skills Notes: Students will write short papers (2 pages) each week in response to a prompt about the assigned reading. Instructor will provide feedback on argument and content for each paper, with suggestions for improvement. Students will also write a 10-page review of a recent novel that integrates historical research. The review project will be broken down into multiple drafts throughout the semester, with feedback provided by the instructor and peers.

Difference, Power, and Equity Notes: Texts in this class lay the groundwork for discussions about how different groups of women in West Africa have experienced power and inequality along differences of gender, race, slave/free status, marital and motherhood statuses, religion, and class. Close readings of primary texts equip students to understand how women in West Africa have understood and responded to structures of power and inequality. Students analyze how historical narratives change when marginalized actors are prioritized.

Attributes: HIST Group A Electives - Africa

Not offered current academic year

WGSS 105 (F)(S) American Girlhoods (DPE) (WS)

Cross-listings: WGSS 105 ENGL 105 AMST 105

Secondary Cross-listing

The image of the girl has captivated North American writers, commentators, artists, and creators of popular culture for at least the last two centuries. What metaphors, styles of writing, ideas of "manners and morals" does literature about girls explore? What larger cultural and aesthetic concerns are girls made to represent? And how is girlhood articulated alongside and/or intertwined with other identities and identifications, such as race, ethnicity, class, and sexuality? These are some of the issues we will explore in this course.

Requirements/Evaluation: at least 20 pages of writing; short, more informal writing assignments; GLOW posts; class participation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: first-year students who do not have a 5 on the AP and/or have not previously taken a 100-level English class

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 105 (D2) ENGL 105 (D1) AMST 105 (D2)

Writing Skills Notes: Students do at least 20 pages of writing (4-5 papers) and are required to revise several papers. We also devote significant class time to talking about successful academic writing. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course considers the construction of girlhood in the United States along the axes of race, gender, sexuality, class and more, and the literary history of who, in various moments in America, has even been allowed to claim the privileges of and/or be burdened with the idea of being a girl. It examines how girlhood is represented in relation to (in)equity and power and what kinds of literary and cultural forms writers utilize to illuminate these differences.

Attributes: AMST Arts in Context Electives

Fall 2019
WGSS 110 (S) The Veil: History and Interpretations (DPE) (WS)

Cross-listings: ARAB 215  WGSS 110  HIST 110

Secondary Cross-listing

This tutorial will consider the history and the changing meanings of the veil (hijab) and its many manifestations (e.g. burqa, chador, niqab), starting with the earliest religious traditions and the status of women in Islamic law. We will then proceed to examine imperialist and orientalist representations of gender in the Middle East, the rise of Islamic feminism and finally consider the emergence and return of the veil in recent years in the Middle East, North America, Asia and Europe.

Requirements/Evaluation: each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper; by semester's end each student will have written a minimum of 40 pages

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar and those with demonstrated interest in the Middle East

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 215 (D2) WGSS 110 (D2) HIST 110 (D2)

Writing Skills Notes: Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This tutorial considers the veil in many different cultural contexts and time periods and how it has multiple and complex meanings. What does the veil mean and how do people interpret it? Is it empowering or is it subjugation?

Attributes: HIST Group E Electives - Middle East

Spring 2020

TUT Section: T1    TBA Thursday Org Mtg 8:30 pm - 9:00 pm    Magnús T. Bernhardsson

WGSS 113 (F) The Feminist Poetry Movement (DPE) (WS)

Cross-listings: ENGL 113  AMST 113  WGSS 113

Secondary Cross-listing

Feminist poetry and feminist politics were so integrated in the 1960s and 1970s in America that critical essays on poets, such as Adrienne Rich and Audre Lorde, appeared in the same handbook that listed such resources for women as rape crisis centers and health clinics. This course will map the crucial alliance between feminist politics (and its major cultural and political gains) and the feminist poetry movement that became a major "tool" for building, organizing, and theorizing second-wave feminism. In order to track this political and poetic revolution, we will take an interdisciplinary approach that brings together historical, critical, and literary documents (including archival ones) and visual products (through the Object Lab of the Williams College Art Museum) that recreate the rich context of the period and help us consider the important social nature of aesthetic production. At the center of the course will be writings of major poets of the period, as well as anthologies and feminist periodicals that published their work and created a significant forum and shared space for women to articulate the politics and poetics of change. These periodicals and anthologies will also help us track the diversity of the feminist poetry movement and its intersection with issues of race, class, ethnicity, and sexuality. Ultimately, we will want to consider how poetry serves as an important tool for thinking through questions of power and injustice and what role it plays in creating necessary imaginative space in the world for expression, critique, and change.

Class Format: discussion, some lecture, project work in archives and art gallery

Requirements/Evaluation: three analysis papers (4-5 pages), creative (1-2 pages), discussion posts (5 pages), curated final project (archival exhibit with 7-page paper), presentations
Prerequisites: none
Enrollment Limit: 19
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 113 (D1) AMST 113 (D2) WGSS 113 (D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: weekly p/f discussion posts, three four-to-five-page graded papers, one creative assignment, and a final digital research project (10-page equivalent; peer reviewed). Students receive critical feedback on written assignments a week prior to due date through conferences and Google Docs and on final graded assignments within one week with sufficient time between assignments to improve the next assignment.

Difference, Power, and Equity Notes: The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the movement and how women negotiated their differences within the movement, as well as in response to the dominant patriarchal culture. This course employs critical tools (feminist theory, archival research, poetics, close reading, comparative approaches) to help students question and articulate the social injustices that led to the poetry and poetics of the Women's Liberation Movement.

Attributes: AMST Critical and Cultural Theory Electives, ENGL Criticism Courses, EXPE Experiential Education Courses, WGSS Racial Sexual + Cultural Diversity Courses, WGSS Theory Courses

Fall 2019
SEM Section: 01  MWF 8:30 am - 9:45 am  Bethany Hicok

WGSS 119  (S)  Asian American Femininities  (DPE)

Cross-listings: COMP 119  WGSS 119

Primary Cross-listing
This tutorial will introduce students to the intersections of feminist studies and Asian American studies by reading Asian and Asian American literature (read in English) that centers female-identified characters. This course will consider the historical and persistent structures of patriarchy, heterosexism, nationalism, imperialism, war, and globalization through the framework of gender and sexuality studies. Students will read short excerpts of feminist theoretical works, selected with the idea of making scholarly texts more approachable to first- and second-year students. No previous experience with feminist theory or Asian American studies is presumed or required.

Requirements/Evaluation: weekly papers or peer responses
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: first-year students
Expected Class Size: 8
Grading: yes pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 119 (D1) WGSS 119 (D2)

Difference, Power, and Equity Notes: The course studies and historicizes the social, cultural, and political forces that shape gender, race, sexuality, and migration for Asian/American womxn.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 132  (F)  Black Writing To/From/About Prison  (DPE) (WS)

Cross-listings: ENGL 132  WGSS 132

Secondary Cross-listing
This introductory course considers the disproportionate incarceration of African Americans as it is represented on the page. Keywords for meditation and analysis include blackness, gender, prison, justice, freedom, and abolition. Each reading and class discussion will aid students in developing rigorous and nuanced understandings of these terms. The primary project in this course is the development of open letter writing skills. This epistolary form allows both for the intimate engagement of individual, familiar contact and the deft inclusion of targeted eavesdroppers in order to raise the consciousness of listeners and affirm the value of personal relationships. Course texts will include letters to and from prison; documentaries; selections from anthologies like If They Come in the Morning and Captive Genders: Trans Embodiment and the Prison Industrial Complex; autobiographies like that by Malcolm X, Waldiah Imarisha, and Assata Shakur; poetry by Ericka Huggins, Huey Newton, and Terrance Hayes; and critical interventions by scholars like Nikki Jones, Victor Rios, Michelle Alexander, and Angela Davis. We will also look at contemporary groups organizing around abolition and prisoner support including Critical Resistance, Photos From Solitary, and TGIJP (Transgender Gender Variant Intersex Justice Project).

**Class Format:** discussion, engagement with guest speakers, engagement with Special Collections

**Requirements/Evaluation:** four open letters developed with critical feedback (4-5 pages), a twice weekly question diary, an organization report and presentation, a collectively decided project

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students who have not taken or placed out of a 100-level ENGL course

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENGL 132 (D1) WGSS 132 (D2)

**Writing Skills Notes:** Open letters are a mainstay of black literature allowing for intimate engagement of the individual and the deft inclusion of targeted eavesdroppers to raise the consciousness of listeners and affirm the value of personal relationships. Students will learn to write letters with purpose to facilitate a felt relationship to the topic; enhance writing skills including achieving clarity and aesthetic value; practice curation of references. Four 5-page letters with rigorous feedback to sharpen form.

**Difference, Power, and Equity Notes:** This class studies the historical development of mass incarceration of black folk from its roots in American slavery and white supremacist policy. This class also studies the impact of the prison industrial complex on transgender and queer folk in reproducing gender binaries and sexual abuse in and outside prison walls. The politics of prison abolition and gender self determination present critical interventions into the hegemonic structures of normalized racial dominance and gender oppression.

**Attributes:** ENGL Literary Histories C

Fall 2019

SEM Section: 01    MW 7:00 pm - 8:15 pm     Ianna Hawkins Owen

**WGSS 138 (S) Spectacular Sex**

**Cross-listings:** WGSS 138 ANTH 138

**Primary Cross-listing**

From Beyoncé's Super Bowl halftime show to Donald Trump's presidential campaign, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

**Requirements/Evaluation:** weekly response papers

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students; a statement of interest will be solicited from pre-registrants

**Expected Class Size:** 10
WGSS 138 (D2) ANTH 138 (D2)

Not offered current academic year

WGSS 139  (S)  Living a Feminist Life  (DPE) (WS)

Cross-listings:  ENGL 139  COMP 139  WGSS 139

Secondary Cross-listing

The course invites students to consider the range of ways in which "knowledge" about women's, femme's and non-binary lives has been constructed in text, and how this knowledge determines and impacts the we have and make. The first half of the course is organized around a deep reading of Sara Ahmed's recent theoretical book, Living a Feminist Life, while the second half of the course will examine a spectrum of women's life writing-poetry, music, journalism, theory, and memoir-to discover how text continues to shape feminist lives, and how femmes' lived experience in turn shapes feminist discourse. Course materials for the second half of the semester will be generated in part through discussion and students' suggestions. Key texts will include Jamaica Kincaid's A Small Place, Audre Lorde's Sister Outsider, Djamila Boupacha's memoir, Ana Lily Amirpour's film A Girl Walks Home Alone at Night, Sara Ahmed's Living a Feminist Life, Valerie Solanas's SCUM Manifesto, and bell hooks's Teaching to Transgress. In their writing for this course, students will consider how their own intimate relationships-with parents, partners, children, neighbors, or friends-can become sites of feminist activism, and sources of strength and knowledge to be carried into the broader world of public engagement and intervention. In the final weeks of the course, we will collectively interrogate the (false) boundary between writing and living as modes of feminist praxis.

Requirements/Evaluation:  five short written assignments and one final research project

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Grading:  no pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 139 (D1) COMP 139 (D1) WGSS 139 (D2)

Writing Skills Notes: This course will center writing and research skills with at least one session per week devoted to ladder development and revision. Five short papers (3-4 pages) with one revision (5-6 pages) as well as a bibliography and final research paper (12-15 pages).

Difference, Power, and Equity Notes: This course will examine the generative intersectional site of feminism, antiracism, and anticapitalism to provide an alternative introduction to feminist thought, writing, and practice. The syllabus centers women and femme writers of color.

Attributes:  ENGL Literary Histories C

Spring 2020

SEM Section: 01  Cancelled

WGSS 152  (S)  The Fourteenth Amendment and the Meanings of Equality  (DPE) (WS)

Cross-listings:  HIST 152  WGSS 152

Secondary Cross-listing

For more than 150 years, the 14th Amendment of the U.S. Constitution has served as the principal touchstone for legal debates over the meaning of equality and freedom in the United States. This course explores the origins of the 14th Amendment in the years immediately following the Civil War, and examines the evolution of that amendment's meaning in the century that followed. Central themes in this course include the contested interpretations of "birthright citizenship," "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; battles over incorporating the Bill of Rights into the 14th Amendment; and the changing promise and experience of citizenship. We will pay particular attention to how arguments about the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality.

Requirements/Evaluation:  a series of short (2-page) response papers; a midterm exam; and a final 12-15 page research paper
Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: given first to those who have been dropped from this class previously, then to first-years, then to sophomores

Expected Class Size: 15-19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 152 (D2) WGSS 152 (D2)

Writing Skills Notes: Students will write three short (3-page) response papers to the readings in the first part of the semester, and will also write a substantial (10- to 12-page) research paper. In preparation for the research paper, students will write proposals, develop bibliographies, write outlines and drafts, and do peer critiques. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora  HIST Group F Electives - U.S. + Canada  JLST Interdepartmental Electives

Spring 2020

SEM Section: 01  TR 11:20 am - 12:35 pm  Sara Dubow

WGSS 154  (S) History of American Feminisms  (DPE) (WS)

Cross-listings: HIST 154 WGSS 154

Secondary Cross-listing

This class studies the historical development of feminist movements and ideas in the United States from the women's rights movement in the 19th century to the present. The class will examine how diverse groups of activists organized for and understood the goal of women's and/or gender equality, focusing especially on the ways that race, class, and sexual identity intersected with political demands over time. This is a writing intensive class in which students will have the chance to analyze historical documents, assess scholarly studies of feminism, and conduct original research.

Requirements/Evaluation: participation; three 5-page essays; one longer research paper due at the end of the semester with a research precis, annotated bibliography, and draft due earlier

Prerequisites: first-year students

Enrollment Limit: 19

Enrollment Preferences: first-year students

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 154 (D2) WGSS 154 (D2)

Writing Skills Notes: Three 5-page essays evenly spaced throughout the semester; one longer research paper (10 pages) due at the end of the semester with a research precis, annotated bibliography, and draft due earlier. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Looking historically at the ways that activists have mobilized to address sex-based inequalities and for social justice, this class examines ways that gender identities intersect with race, class, and sexual identity. The course encourages thoughtful discussion about how difference works historically, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity.

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year
WGSS 177 (S) Gender and Sexuality in Music (DPE)

Cross-listings: WGSS 177 MUS 177

Secondary Cross-listing

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class, further informing these experiences. Students will consider their own processes of identifying and interpreting expressions of gender and sexuality in sound and movement, and contemplate the role of culture and society in informing those interpretations.

Requirements/Evaluation: attendance/participation, short assignments, midterm project, final paper

Prerequisites: open to all students; familiarity with musical terminology is helpful but not required

Enrollment Limit: 19

Enrollment Preferences: WGSS and MUSC majors/prospective majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 177 (D2) MUS 177 (D1)

Difference, Power, and Equity Notes: This course critically examines the ways in which music constructs and reflects gendered and sexual identities in intersectional space. We discuss how normative viewpoints come to be accepted and interpreted as 'natural,' and how musicians and audiences have maneuvered within and against those socio-political expectations. Music and readings span a wide range of sources—elite, popular, counter-cultural; from Euro-American sources to genres hailing from Brazil, Korea, and India.

Spring 2020

SEM Section: 01    MR 1:10 pm - 2:25 pm     Corinna S. Campbell

WGSS 201 (F) War and Resistance: Two Centuries of War Literature in France (1804-2016)

Cross-listings: WGSS 201 RLFR 202

Secondary Cross-listing

In 1883, Maupassant called on his fellow war veterans and writers to join him in speaking out against warfare and violence, crying "Let us dishonor war!" From the Gallic Wars against Caesar (during the first century BC) to the recent terrorist attacks in France (at the opening of the twenty-first century), the French literary tradition is rich in texts that bear witness to war and speak out against its monstrous inhumanity. While war literature in France can be traced back to ancient and medieval texts on Vercingétorix, Charlemagne, William the Conqueror, and Joan of Arc, this course will focus specifically on literary representations of war during the nineteenth- and twentieth-centuries, from the Napoleonic Wars, to the First and Second World Wars, to the Algerian and Cold Wars, and the "War on Terror." Discussions will examine the impact of war on soldiers and civilians, patriotism and pacifism, history and memory; the implications of war as invasion and conquest, occupation and resistance, victory and defeat; the relationship of war to gender, sexuality, and ethnicity; and the role of war in colonialism and genocide. Readings to include novels, short stories, and poems by Balzac, Stendhal, Hugo, Rimbaud, Daudet, Maupassant, Zola, Cocteau, Wiesel, Duras, Camus, and Fanon. Films to include works by Resnais, Renoir, Carion, Jeunet, Malle, Angelo, Pontecorvo, and Duras. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers

Prerequisites: exceptional performance in RLFR 105; successful performance in RLFR 106 or 107; or by French placement exam; or by permission of instructor

Enrollment Limit: 20

Enrollment Preferences: French majors and certificate students; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission

Expected Class Size: 20
WGSS 202  (F)(S) Foundations in Sexuality Studies  (DPE)
This course will offer an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We will examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.

Class Format: discussion
Requirements/Evaluation: short papers, possible creative assignments, final essay exam
Prerequisites: none, though WGSS 101 may be helpful, but not required
Enrollment Limit: 20
Enrollment Preferences: Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)  (DPE)
Difference, Power, and Equity Notes: This course examines sexual diversity in various forms and asks students to interrogate questions of privilege and positionality, including the intersectional contemplation of sexuality's relationship to race, ethnicity, ability, class, religion, and other axes of identity. It investigates not only sexual difference, but the history of sexual identity and progressive narratives of "gay rights" that have developed over time.
Attributes: AMST Critical and Cultural Theory Electives  WGSS Racial Sexual + Cultural Diversity Courses  WGSS Theory Courses

Fall 2019
SEM Section: 01  TR 9:55 am - 11:10 am  Vivian L. Huang

Spring 2020
SEM Section: 01  TF 2:35 pm - 3:50 pm  Kai M. Green

WGSS 203  (F) Chicana/o Film and Video
Cross-listings: ARTH 203  WGSS 203  LATS 203  AMST 205
Secondary Cross-listing
Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres.
Class Format: film screenings will be scheduled as a lab
Requirements/Evaluation: one short paper, mid-term exam, final exam and take home essays
Prerequisites: none
WGSS 205 (S) Gender and Economics

Cross-listings: ECON 203 WGSS 205

Secondary Cross-listing

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes, in both households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women (e.g., comparable worth policies, AFDC/TANF, subsidization of child care)? The course will focus on the current experience of women in the United States, but will place these gender differences in a historical and cross-cultural context.

Class Format: discussion

Requirements/Evaluation: weekly discussion papers, two midterms, and a final paper and presentation

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ECON 203 (D2) WGSS 205 (D2)

Attributes: POEC U.S. Political Economy + Public Policy Course

Not offered current academic year

WGSS 207 (F) She Speaks in Color: Examining the ‘Color Complex’ in Toni Morrison’s Writings

Cross-listings: COMP 236 AFR 205 WGSS 207

Secondary Cross-listing

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, The Bluest Eye (1970), Sula (1973), Song of Solomon (1977), Love (2003) and God Help the Child (2015). In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and
consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Class Format: tutorial

Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 236 (D2) AFR 205 (D2) WGSS 207 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives

Not offered current academic year

WGSS 209 (F) Poverty in America

Cross-listings: PSCI 209 WGSS 209

Secondary Cross-listing

Although some protest that the U.S. is heading toward European-style socialism, social welfare programs in the U.S. differ in important ways from those in other wealthy and democratic nations. This course focuses on the adoption and development of policies to address poverty and inequality in the U.S. The issues we will explore include: What is poverty, and how do Americans perceive its dangers to individuals as well as the political community? What economic, historical, and sociological theories have been advanced to explain poverty? Why has the U.S. adopted some approaches to reduce poverty but not others? What enduring political conflicts have shaped the U.S. welfare state?

Class Format: discussion

Requirements/Evaluation: class participation, two or three short papers, and a final paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Political Science, Political Economy, and Women's, Gender and Sexuality Studies majors and concentrators in Public Health

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 209 (D2) WGSS 209 (D2)

Attributes: PHLH Decision-Making by Institutions + Individuals PHLH Social Determinants of Health POEC U.S. Political Economy + Public Policy Course PSCI American Politics Courses

Not offered current academic year

WGSS 212 (S) Ethics and Reproductive Technologies

Cross-listings: WGSS 212 SCST 212 STS 212 PHIL 212

Secondary Cross-listing

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the
more extraordinary, possibly including pre-implantation genetic diagnosis (PGD), post-menopausal reproduction, and post-mortem gamete procurement. Background readings include sources rooted in traditional modes of bioethical analysis as well as those incorporating feminist approaches.

**Class Format:** discussion

**Requirements/Evaluation:** active participation in class discussions, three or four short reflection papers, and two longer papers (5-7 and 7-10 pages)

**Prerequisites:** none, but introductory-level course in PHIL and/or WGSS recommended

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS and PHIL majors or prospective majors

**Expected Class Size:** 19

**Grading:** yes pass/fail option, yes fifth course option

**Unit Notes:** meets Contemporary Value Theory requirement only if registration is under PHIL

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 212 (D2) SCST 212 (D2) STS 212 (D2) PHIL 212 (D2)

**Attributes:** PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Not offered current academic year

**WGSS 213 (S) Race, Gender, and the Alien Body: Octavia Butler's Science Fiction**

**Cross-listings:** STS 213, WGSS 213, AFR 213, SCST 213

**Secondary Cross-listing**

Science fiction is a genre well known for its ability to envision new realities, and Octavia E. Butler (1947-2006) is among the most highly regarded science fiction writers. Butler's uncanny ability to imagine the future anew and to merge those ruminations with her experiences as an African American woman provide powerful commentary on—and often disrupt—modern understandings of race, gender, and human embodiment. We will explore questions such as: What role does 'gender' play in Butler's fiction? How does Butler's treatment of the 'alien' cause us to reconsider what it means to be human? How does Butler incorporate 'race' and the concept of 'other' into her fiction, and how do these techniques help us situate contemporary discussions of a post-race society? We will examine the relationship between Butler's visions for the future and what her narratives of future worlds invariably suggest about the present. We will read key texts including the best-selling text *Kindred* (1979), the haunting dystopian novel *Parable of the Sower* (1994), the popular vampire text *Fledgling* (2005), and the collection *Bloodchild and Other Stories* (1996). We will also explore contemporary engagement with Butler's work including the relationship between the main character from her book *Dawn* (1987), and Henrietta Lacks, the African American woman from whom the immortal cell line (HeLa) used for medical research derives. This tutorial will engage Octavia Butler's work broadly, and with particular attention to how the concepts 'race,' 'gender,' 'alien' and 'body' are interrogated in her writings.

**Requirements/Evaluation:** attendance, paired weekly reflection/response papers, a 5- to 7-page creative writing assignment, and a final essay of 10 pages

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** students with interests and/or prior coursework in Africana Studies and Women's, Gender, and Sexuality Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 213 (D2) WGSS 213 (D2) AFR 213 (D2) SCST 213 (D2)

**Attributes:** AFR Core Electives, WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

**WGSS 214 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)**

**Cross-listings:** GBST 213, RUSS 213, WGSS 214, COMP 257
Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. All readings will be in English, and all films with have English subtitles.

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: books

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 213 (D2) RUSS 213 (D1) WGSS 214 (D2) COMP 257 (D1)

Difference, Power, and Equity Notes: The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives
WGSS 216  (F)  Ancient Christianity on Gender and Sexuality: Legacies and Prospects

Cross-listings:  REL 213  WGSS 216

Secondary Cross-listing

This course will examine a set of case studies from ancient Christianity and contemporary literature that address topics in gender and sexuality, such as the masculinity of Jesus; portraits of Mary Magdalene as leader and prostitute; desire, marriage, and celibacy; gender and violence in martyr narratives; the sex/gender of God; and sexual slander of heretics and Jews. We will consider social and theological intersections with feminist, masculinity, and trans* studies.

Requirements/Evaluation: regular class attendance, active participation in discussions, careful reading of all assigned materials, three 5- to 7-page papers (c. 2000-2300 words)

Prerequisites: none

Enrollment Limit: 16

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 213 (D2) WGSS 216 (D2)

WGSS 218  (S)  Gender and Sexuality in the Neo-slave Narrative  (DPE) (WS)

Cross-listings:  WGSS 218  AMST 218  ENGL 218  AFR 218

Secondary Cross-listing

Hortense Spillers has noted that ex-slave Harriet Jacobs, "between the lines of her narrative, demarcates a sexuality that is neuterbound" and we live with the aftermath of her observation. "Ungendering," one of the transformations undergone by bodies subjected to the Middle Passage, is one of the keywords that forms the foundation for a conversation about slavery, blackness, gender, sexuality, and archive. Throughout this course we will wrestle with the questions: How does the designation "slave" rupture, reify, or expand our understandings of sexuality and gender? What conditions have necessitated the neo-slave narrative form? Texts include: slave narratives and neo-slave narratives in the forms of novels, visual art, and film. Course texts include: Octavia E. Butler's Kindred, Jewelle Gomez's Gilda Stories, Glenn Ligon's "Runaways", and Jordan Peele's Get Out. Critical theories of blackness, gender, and sexuality are also central texts in this course including that by Darieck Scott, Saidiya Hartman, Hortense Spillers, Matt Richardson, and others. Given that neo-slave narratives intervene in the sexual and gendered silences of slave narratives and the power relations that produced them, students who are hesitant to study sexual violence might consider taking another course.

Requirements/Evaluation: mandatory participation in discussion, four papers including one critical revision (total 20 pages), keyword glossary

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: sophomores

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 218 (D2) AMST 218 (D2) ENGL 218 (D1) AFR 218 (D2)

Writing Skills Notes: Three thesis papers at 5 pages each (each receiving critical feedback from professor); one thesis paper revision with critical feedback from professor and peers including one letter of revision explaining the student's revision process; one keyword glossary where students develop rigorous definitions of course key terms; one roundtable discussion based on the final paper. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course examines the work of black writers and artists engaged with the archival silences imposed by the
power dynamics of racial hierarchy which constrained the birth of African American literature (the slave narrative). In particular, we examine the meaningful/wilful/and censorial omissions that shape the treatment of gender and sexuality in these texts including and especially the silences around sexual abuse and sexual assault practiced by beneficiaries of white supremacy.

Attributes: ENGL 200-level Gateway Courses ENGL Literary Histories C

Spring 2020
SEM Section: 01 TR 11:20 am - 12:35 pm Ianna Hawkins Owen

WGSS 219 (S) Women in National Politics
Cross-listings: INTR 219 WGSS 219 PSCI 219
Secondary Cross-listing
This tutorial focuses on the writings and memoirs of black women who have shaped national politics through civil rights and human rights movements in the 21st century. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Angela Davis, Ella Baker, Kathleen Cleaver.

Requirements/Evaluation: brief analytical papers and response papers for each week's readings
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: juniors and seniors, sophomores with permission of instructor
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
INTR 219 (D2) WGSS 219 (D2) PSCI 219 (D2)

Spring 2020
TUT Section: T1 Cancelled

WGSS 222 (S) Women on the Verge
Cross-listings: WGSS 222 RLSP 220
Secondary Cross-listing
From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: Spanish and Comparative Literature majors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 222 (D2) RLSP 220 (D1)
Not offered current academic year
In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Proust, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, intergenerational lovers, and biracial relationships. In this course, we will examine a broad range of issues on sexuality and seduction in nineteenth- and twentieth-century French literature, including eroticism and desire, love and betrayal, marriage and adultery, prostitution and fetishism, gay and lesbian identities, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, shorts stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aurevilly, Gide, Proust, Colette, Duras, and Guibert.

**Requirements/Evaluation:** active class participation, two shorter papers, a midterm, and a longer final paper

**Prerequisites:** exceptional performance in RLFR 105, successful performance in RLFR 106 or 107, or by French placement exam, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** French majors and certificate students, Women's, Gender, and Sexuality Studies majors, and those with compelling justification for admission; if the course is overenrolled, students will submit an online form

**Expected Class Size:** 18

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 224 (D1) RLFR 224 (D1)

**Writing Skills Notes:** As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

**Difference, Power, and Equity Notes:** As the course description explains, this course centers on a critical examination of difference, power, and equity in a broad range of debates on sexuality in France, from 1800-2000. The content examines the effects of class, race, ethnicity, gender, and sexuality on social inequality; and the course employs critical tools to teach students how to articulate and interrogate the complexities of gender and sexuality, from reading and discussion, to critical analysis and writing.

**Not offered current academic year**
WGSS 226 (S) Gender and the Dancing Body (DPE)

Cross-listings: AMST 226 THEA 226 DANC 226 WGSS 226

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America and beyond. The aim of the course is to explore ideas related to gender and sexuality as prescribed by dominant cultural, social, and religious institutions, and how dance has been used to challenge those normative values. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, with particular attention to the intersections of race and class with gender. This is primarily a discussion-based seminar course but will also include attendance at live performances, film screenings, and discussions with guest artists. No previous dance experience required.

Requirements/Evaluation: class participation, reading responses and essays, and presentations

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 226 THEA 226 DANC 226 WGSS 226

Difference, Power, and Equity Notes: In the course, students will explore the concept of gender as a social construction and how the body’s historical associations to markers of gender and sexuality lead to differences in socio-political power. The assigned texts and viewings provide examples of how bodies and their movements make meaning in a network of power relationships, and how artists use dance to address social inequalities such as sexism, racism, and transmisogyny, to imagine a more just world.

Spring 2020

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Munjulika Tarah

WGSS 228 (F) Feminist Bioethics (WS)

Cross-listings: WGSS 228 STS 228 PHIL 228

Secondary Cross-listing

In this course we will explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we will explore topics that might traditionally be considered "women's issues" in healthcare, such as medicine and body image (e.g., cosmetic surgery, eating disorders), reproductive and genetic technologies, and research on women and their health care needs. In addition we'll also look at feminist analyses of topics that traditionally have not been regarded as "gendered," such as resource allocation and end of life issues.

Class Format: discussion

Requirements/Evaluation: active participation in class discussions; periodic short papers (2-3 pages); midterm and final paper (5-7 and 7-10 pages, respectively); and one oral presentation

Prerequisites: none, although previous coursework in WGSS is desirable

Enrollment Limit: 19
Enrollment Preferences: prospective and declared majors or concentrators in PHIL, WGSS, STS, and PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Unit Notes: meets Contemporary Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 228 (D2) STS 228 (D2) PHIL 228 (D2)

Writing Skills Notes: Students will write periodic short papers (2-3 pages each), a midterm paper (5-7 pages) and a final paper (7-10 pages). Short papers focus on concepts, arguments, and writing skills needed in the midterm and final papers, in which students are expected to describe and evaluate arguments from assigned readings, and to present clear and effective arguments in support of their own ethical positions. Students receive feedback on all papers and have the opportunity to revise midterm and final papers.

Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2019
LEC Section: 01    TF 2:35 pm - 3:50 pm    Julie A. Pedroni

WGSS 230  (F) Gender, Sexuality, and Global HIV/AIDS

Cross-listings: WGSS 230 AFR 230

Primary Cross-listing

The global pandemic of HIV/AIDS is now entering into its fourth decade. Throughout this history sexuality, gender and race and inequality have played a central role in the spread of the virus, and its apparent entrenchment in certain communities. This class will use a gendered, interdisciplinary perspective to investigate the pandemic's social, economic and political causes, impact, and conundrums--the problems it poses for scholarship, activism, public policy, and public health. Issues discussed will include the role of transaction sex and economic structures in both susceptibility to HIV and vulnerability to its impact; stigma and its challenges for HIV prevention, testing and treatment uptake; the role of positive youth in the next stages of the pandemic; and the evolving expressions of biopower in the global AIDS response. The class will look at examples of successful policies and activism as well as the failures, corruption and complacency that have characterized the global pandemic. There will be a particular geographical focus on experiences in the U.S. and sub-Saharan Africa.

Requirements/Evaluation: two short papers and a research paper; class participation will form part of the grade

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Public Health concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 230 (D2) AFR 230 (D2)

Attributes: PHLH Social Determinants of Health

Not offered current academic year

WGSS 231  (S) Art, Life, and Death: Locating Women in Italian Renaissance Art  (WS)

Cross-listings: WGSS 231 ARTH 231

Secondary Cross-listing

Renaissance art is the stuff of blockbuster museum exhibitions, mass tourist pilgrimage, and record auction prices. From our modern vantage point, the cultural accomplishment of the 15th and 16th centuries in Italy clearly has the ability to astound. Calling to mind the inimitable imagination of
Botticelli, the scientific genius of Leonardo, or the superhuman creativity of Michelangelo brings into focus an inspiring narrative of individual accomplishment, innovation, and progress (ideals we easily understand and may well share). This is an important story we still tell of human achievement. This tutorial explores a critical question: where are the women in this narrative? Women were not typically artists, so how might we bring their roles, force, and power into focus? To do this, we will turn away from the grand historical narrative we so easily recognize and enter a more foreign world: a realm of everyday experience in which art—never created for its own sake—was powerful, and mattered to people. Art shaped realities and mediated the fundamental questions and of life and death, from power, sexuality, love, desire, and self-definition, to mortality and communion with divinity. When we approach Renaissance art on its own terms, our picture expands to include women, their lives, and what they themselves wanted to see. In addition to secondary scholarship, we will pay close attention to primary sources (including images themselves), giving students ample change to forge original arguments: one of the central goals of the tutorial.

**Class Format:** some tutorial meetings will be conducted at local museums

**Requirements/Evaluation:** engaged reading and conversation; five 5-page tutorial papers (with revisions to one of these as final project); five 1- to 2-page responses to partner's tutorial papers

**Prerequisites:** first-year and sophomore students (this class is open to students with no experience in art history)

**Enrollment Limit:** 10

**Enrollment Preferences:** a statement of interest will be requested in the event the course is over-enrolled

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (WS)

*This course is cross-listed and the prefixes carry the following divisional credit:*

WGSS 231 (D2) ARTH 231 (D1)

**Writing Skills Notes:** This course's fundamental goal is to support opportunity and skills to construct compelling and original written arguments. Tutorial partners will share standards and guidelines for strong writing with instructor: common concepts and language for critique, discussion, and applause. We will consider the power of argument inextricable from the quality of writing, and thus address writing issues, strategies, and successes in a deep way, organically and consistently, in every tutorial meeting.

**Attributes:** ARTH pre-1800 Courses

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**WGSS 232 (S) Approaches to Media Studies: Analyzing Mediated Difference**

**Cross-listings:** LATS 231 AMST 231 WGSS 232

**Secondary Cross-listing**

Media's influence in 21st century life is pervasive, and encompasses visual, sonic, and discursive formats. This course introduces students to a variety of qualitative approaches to the study of contemporary media. Simultaneously, we will explore questions of ethno-racial identity, gender, and sexuality. Structured around a series of hands-on exercises designed to provide experience in the areas of textual analysis, in-depth interviews, virtual ethnography and participant observation, this class will provide students with interdisciplinary training that enhances their understanding of everyday media and its interaction with multiple categories of identity. This course is a comparative Ethnic Media Studies class that encourages students to employ media as a lens for theorizing the intersections between ethno-racial identity, gender, and sexuality. We review materials focusing on a wide range of minoritarian communities.

**Class Format:** seminar

**Requirements/Evaluation:** participation; four 3- to 5-page papers; student papers will be based on hands-on exercises using various current Media Studies methods

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Latina/o Studies concentrators, American Studies and Women's Gender & Sexuality Studies majors by seniority

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option
WGSS 233 (F) Chemical Intimacies (DPE)

Cross-listings: SCST 233  WGSS 233  STS 233  ARTH 243  ENGL 243

Primary Cross-listing

This is a research seminar that understands human-chemical entanglement in relationship to environment, sexuality, geography, ecology, and capacity. It doubles as a research class in which students choose a project of chemical intimacy to investigate as their own through the course of the semester. In the first half, we will together read and discuss forms of human-chemical entanglement, whether a matter of industrial pollution, pharmaceutical use, habitual intoxication, gendered self-care or enhancement, or built environment; the goal is to achieve a broad sensibility for the concept as well as a familiarity with thinking biochemically and biopolitically about living bodies, while consistently registering questions of race, gender, class, sexuality, disability, and more. In the second half, each participant will choose and research a historically and geopolitically specific scenario of chemical entanglement, while 1) considering the political, legal, cultural, and labor contexts of the case; 2) exploring relationships between "actual" and "represented" (protest slogans or visual productions in the case of environmental justice activism, for example); 3) examining other research questions germane to their site of interest and their chosen discipline of study. We will take one field trip to a local site.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

SCST 233 (D2) WGSS 233 (D2) STS 233 (D2) ARTH 243 (D2) ENGL 243 (D2)

Difference, Power, and Equity Notes: The course gives special attention to forms of human-chemical entanglement that are related to environmental justice (pollution), and gender, racial, sexual, indigenous, and disability politics.

Attributes: WGSS Theory Courses

Not offered current academic year

WGSS 235 (F) Innovation, Gender, and Sustainable Development (DPE)

Cross-listings: STS 235  WGSS 235  SCST 235

Primary Cross-listing

Technological innovation is vital for communities, businesses and nations seeking to adapt to a globalized, competitive world. But any innovation also has impacts on all three dimensions of sustainability: the ecological, the economic, and the social. For example, such impacts may either exacerbate or mitigate gender inequalities. This course uses a gender studies lens to study innovation in the development of sustainable practices in the present and for the future. We will look at the impact of gender stereotypes on innovation, including the co-construction of gender and technology. Since the course is taught by a visiting scholar from Sweden, a particular focus will be the EU’s policy of "Gender Mainstreaming" which requires all proposed policies to be assessed for their impact on gender inequality. The course looks at technical development as necessary and valuable, while investigating power relations and taken-for-granted views embedded in the particular forms it takes. The course will rely largely on analysis of case studies, and students will be encouraged to apply the analytic tools of the course to develop US-based case studies of their own.

Class Format: combination of lecture and discussion

Requirements/Evaluation: reading journal, mid-term exam, and a final research project

Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Environmental Studies majors, students who have taken WGSS 101
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 235 (D2) WGSS 235 (D2) SCST 235 (D2)

Difference, Power, and Equity Notes: The course focuses specifically on tools for analyzing the potential differential impacts of sustainable development projects along gender lines.

Not offered current academic year

WGSS 237 (S) Queer Drama (DPE)
Cross-listings: WGSS 237 THEA 240

Secondary Cross-listing
This seminar course is a deep dive into the richly dissonant dialogue between queer lives and live performance. How have queer artists shaped and reshaped the field of theatre and performance over time? How has drama, in turn, shaped the landscape of queer life? What inventions and innovations might we attribute to the evolution of "queer"? We will look to the work of artists such as Tennessee Williams, Tarell McCraney, Taylor Mac, Reza Abdoh, Sharon Bridgforth, Virginia Grise, and many others as we seek to map the messy topography of queer performance.

Class Format: three hours per week
Requirements/Evaluation: two 5-page papers, participation in text-based seminars, and a final performance
Prerequisites: none
Enrollment Limit: 14
Enrollment Preferences: if the class is overenrolled, students will submit a letter of interest in the class
Expected Class Size: 14
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 237 (D2) THEA 240 (D1)

Difference, Power, and Equity Notes: This course takes "queer" as an analytical and methodological lens for approaching questions of power, performance, and self-making.

Not offered current academic year

WGSS 239 (S) History of Sexuality
Cross-listings: GBST 241 REL 241 HIST 292 WGSS 239

Secondary Cross-listing
Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afshaneh Najmabadi, Valerie Traub, and Carla Freccero.

Requirements/Evaluation: reading responses, two essays, and final research paper
WGSS 240  (F)  Performing Masculinity in Global Popular Culture

Cross-listings:  WGSS 240  THEA 241  SOC 240  AMST 241  LATS 241

Primary Cross-listing

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes -- had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad, and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Requirements/Evaluation:  masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites:  none

WGSS 241  (S)  Sex and Gender in Ancient Greece and Rome

Cross-listings:  WGSS 241  CLAS 241  COMP 241

Secondary Cross-listing

From the household to the marketplace, from sacred spaces to the political arena, sexuality and gender shaped a broad range of attitudes and actions in the ancient Mediterranean world. This course investigates a variety of discourses and practices around sexuality and gender in ancient Greece and Rome with the aim of promoting students' capacity to evaluate claims and dismantle false assumptions about the continuity of the "classical" past with contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragic and comic drama, epic and lyric poetry, handbooks, epitaphs, novels and biography in order to better understand how gender and sexuality were expressed, experienced, and regulated in Greece and Rome. Our emphasis will be on ancient texts, but selections from contemporary criticism and theory will enrich the methodological frameworks through which we approach the primary sources.

Requirements/Evaluation:  five to six weekly tutorial papers, five to six responses, a midterm self-evaluation and conference with instructor, a mid-length final paper (approximately eight pages) consisting of a revision and expansion of a previously written paper

Prerequisites:  none
WGSS 241 (D2) CLAS 241 (D1) COMP 241 (D1)

Not offered current academic year

WGSS 242 (S) Women, Gender, and Sexuality in Islam (DPE)

Cross-listings: ARAB 242 REL 242 WGSS 242

Secondary Cross-listing

The figure of the Muslim woman is an object of intense scrutiny in Western society. Claims that Muslim women are oppressed and the incompatibility of Islam and feminism abound. This course will consider women and gender roles in the Islamic tradition and how Muslim women have interpreted and negotiated these discourses. We will explore questions of masculinity, femininity, and sexuality across various historical periods as well as through contemporary Muslim feminist scholarship and literature (including film and novels). We will begin with insights into the politics of representing Muslim women, exploring how Muslim women are depicted in popular culture and media and ask the crucial question: do Muslim women need saving? We will then explore: how Muslim women have claimed religious authority through scriptural interpretation; how they have negotiated their position in Islamic law both historically and in contemporary Muslim societies; and the lives of pious women in Sufism—the mystical tradition of Islam. We will conclude with Muslim feminist scholarship and recent works on Islamic masculinities. Throughout the course, emphasis will be placed on the diversity of interpretations in Islam around women, gender, and sexuality and on Muslim women's own articulations about their religious identity and experiences. Some of the topics covered in this course include: marriage and divorce, slavery, modesty and veiling, and homosexuality.

Requirements/Evaluation: weekly discussion post, midterm essay, and final paper (6-8 pages)

Prerequisites: none

WGSS 243 (F) Islamic Law: Past and Present

Cross-listings: WGSS 243 ARAB 243 HIST 302 REL 243

Secondary Cross-listing

From fear of the Shari'a to its implementation in so called "Islamic countries," Islamic law is perhaps best associated with draconian punishments and the oppression of women. Islamic law is ever present in our public discourse today and yet little is known about it. This course is designed to give students a foundation in the substantive teachings of Islamic law. Islamic law stretches back over 1400 years and is grounded in the Quran, the life example of the Prophet Muhammad, and juridical discourse. Teetering between legal and ethical discourse, the Shari'a moves between what we normally consider law as well as ethics and etiquette. The course will explore four key aspects of the law: its historical development, its ethical and legal content, the law in practice, and the transformation of Islamic law through colonialism and into the contemporary. Specific areas we will cover include: ritual piety, family and personal status law, criminal law, and dietary rules.
WGSS 244 (F) Actually Existing Alternative Economies (DPE)

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain—and now parts of the U.S.—are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including ‘Solidarity Economy’ and ‘New Economy’ to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, ‘a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.’ Feminist geographers Julie Graham and Katherine Gibson developed practices of ‘mapping’ local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a ‘script’ of local helplessness to resist the ‘rape’ of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

Requirements/Evaluation: six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

Not offered current academic year
This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India’s diverse and fragmented society.

**Class Format:** meetings weekly, weekly writing, and discussion

**Requirements/Evaluation:** weekly writing assignments and tutorial attendance every week

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASST 246 (D2) ANTH 246 (D2) WGSS 246 (D2) REL 246 (D2)

**Writing Skills Notes:** Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

**Difference, Power, and Equity Notes:** This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity

**Courses**

Fall 2019

TUT Section: T1 Cancelled

Spring 2020

TUT Section: T1 TBDThursday Org Mtg 8:30 pm - 9:00 pm Kim Gutschow

**WGSS 248 (F) Carmen, 1845 to Now**

**Cross-listings:** WGSS 248 MUS 278

**Secondary Cross-listing**

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture she exemplifies the seductive, exotic, independent, and forbidden woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his beloved 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin's Carmen Burlesque of 1915 through Spike Jones' 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore remarkable dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called The Car Man.

**Class Format:** after initial group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week

**Requirements/Evaluation:** each student will write a 5- to 6-page essay every other week (five in all), and provide peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation

**Prerequisites:** none; ability to read music useful but not necessary

**Enrollment Limit:** 10
Enrollment Preferences:  sophomores and juniors

Expected Class Size:  8

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 248 (D2)  MUS 278 (D1)

Not offered current academic year

WGSS 250  (F)  Gender, Sexuality and Modern Performance

Cross-listings:  THEA 250  ENGL 253  WGSS 250  COMP 247

Secondary Cross-listing

This interdisciplinary tutorial explores aspects of gender, sexuality, performativity, race, class, and representations of the body in modern theatre and performance in America. While attention will be given to the still understudied role of women in the arts, we will focus primarily on the transsecionalities of social identities under interrelated systems of oppression. Close analysis of works by dramatists--such as Adrienne Kennedy, Caryl Churchill, Wendy Wasserstein, Ntozake Shange, Tony Kushner, Naomi Iizuka, Paula Vogel, Suzan-Lori Parks, David Henry Hwang, Tarell McCraney, Gina Gionfriddo, and Taylor Mac--will occur alongside consideration of works by artists such as Karen Finley, Ron Athey, Tim Miller, E. Patrick Johnson, and Young Jean Lee. Our approach to this varied material will be comparative and will be enriched by readings of critical works by writers such as: Judith Butler, bell hooks, Cherrie Moraga, Gloria Anzaldúa, Eve K. Sedgwick, Jill Dolan, José Esteban Muñoz, David Román, and Donna Haraway.

Class Format: tutorial

Requirements/Evaluation:  students will meet with instructor in pairs for an hour each week; they will write a 5- to 7-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites:  none

Enrollment Limit:  10

Enrollment Preferences:  sophomores and above; majors in Theatre, English or Women's, Gender and Sexuality Studies

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 250 (D1)  ENGL 253 (D1)  WGSS 250 (D1)  COMP 247 (D1)

Attributes:  AMST Arts in Context Electives

Not offered current academic year

WGSS 255  (F)  "Disease" in Modern Chinese Literature and Culture

Cross-listings:  WGSS 255  CHIN 253  COMP 254

Secondary Cross-listing

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "diseases" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation. This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature.
circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc.

Class Format: lecture/discussion

Requirements/Evaluation: regular in-class presentation, three short papers (3-5 pages) and one final project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: none

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 255 (D2) CHIN 253 (D1) COMP 254 (D1)

Attributes: PHLH Bioethics + Interpretations of Health

Not offered current academic year

WGSS 256 (F) Buddhism, Sex, & Gender: #MeToo Then and Now (DPE)

Cross-listings: ANTH 256 REL 256 ASST 256 WGSS 256

Secondary Cross-listing

This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity.

Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue and intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy—gender, sexuality, race, and class—that Buddhism has attempted to transcend. We begin by considering three women in the Buddha's life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Religion, Asian Studies, Women's, Gender and Sexuality majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 256 (D2) REL 256 (D2) ASST 256 (D2) WGSS 256 (D2)

Difference, Power, and Equity Notes: The course fulfills DPE because it seeks to theorize the role of difference (gender, sex, class, and race) and intersectionality within Buddhist texts, practices, and institutions. It considers how Buddhist practices and institutions both deconstruct and reproduce social inequality.

Attributes: GBST East Asian Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 258 (F) Black Women in African American Literature and Culture
Cross-listings: AMST 248  WGSS 258  ENGL 248

Secondary Cross-listing

This course surveys constructions of black womanhood from the nineteenth century to the present through readings of texts by and about black women. In this course, students will trace how black womanhood became central to uplift ideology and the making and sustaining of black communities in the post-Reconstruction, Harlem Renaissance, and Black Power eras. We will read works across a broad historical spectrum to identify the ways different writers wrestle with race and gender using literary tropes, such as the "tragic mulatto," in different social contexts. We will also engage a range of forms, including an essay (Patricia Hill Collins's "Mammies, Matriarchs, and Other Controlling Images"), a choreopoem (Ntozake Shange's For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf), and socio-political propaganda (the "Black is Beautiful" movement). This course will end with a consideration of the way writer and producer Issa Rae engages with contemporary ideologies of black womanhood in the HBO series Insecure.

Requirements/Evaluation: active class participation, four short papers totaling about 20 pages; final project on the hashtag #blackgirlmagic

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 19

Enrollment Preferences: first- and second-year students, and English majors who have yet to take a Gateway course

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 248 (D1) WGSS 258 (D2) ENGL 248 (D1)

Attributes: ENGL 200-level Gateway Courses

WGSS 259 (S) Adultery in the Nineteenth-Century Novel

Cross-listings: COMP 259  WGSS 259  ENGL 261

Secondary Cross-listing

In this tutorial, we will read four novels written between 1850 and 1900, all of which focus on the figure of the adulteress: Gustave Flaubert's Madame Bovary (1856), Lev Tolstoy's Anna Karenina (1873-77), Leopoldo Alas y Ureña's La Regenta (1884-85), and Theodor Fontane's Effi Briest (1894). For each week of class, students will read one of these primary texts, as well as a selection of secondary literature that will allow us to understand, over the course of the semester, how and why the adulteress played a key role in the cultural imagination of Europe during this time. All works will be read in English translation.

Class Format: tutorial; students will meet with the professor in pairs, with one student from each pair writing a 5-page paper for each class session

Requirements/Evaluation: evaluation will be based on completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: students who have already taken at least one course devoted to literature at Williams

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 259 (D1) WGSS 259 (D1) ENGL 261 (D1)

Attributes: ENGL Literary Histories B

Not offered current academic year

WGSS 260 (F) Power, Feminist-Style (DPE) (WS)
Cross-listings: WGSS 260  PSCI 260

Primary Cross-listing

This course examines one of the most important concepts in the analysis of sex and gender and efforts to envision sexual and gender justice—the concept of power—from multiple feminist perspectives. At the core of feminism lies the critique of inequitable power relations. Some feminists claim that power itself is the root of all evil and that a feminist world is one without power. Others portray the feminist agenda as one of taking power, or of reconstructing society by exercising a specifically feminist mode of power. In this course, we will look at feminist critiques of power, how feminists have employed notions of power developed outside of the arena of feminist thought, and efforts to develop specifically feminist ideas of power. Along the way, we will ask: Are some concepts of power more useful to feminism? Can certain forms of power be considered more feminist than others? How can feminist power be realized? Thinkers we will engage include Judith Butler, Audre Lorde, Catherine MacKinnon, Hannah Arendt, and Patricia Hill Collins.

Requirements/Evaluation: eight short writing assignments (ranging from 250 words to 750 words), drafting and revision of a 10 pg final essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 260 (D2)  PSCI 260 (D2)

Writing Skills Notes: This course aims to carefully unpack the writing process by focusing on particular elements of writing (summary, critical analysis) while also introducing students to tools they can use to improve their writing (freewriting). Short writing assignments like the proposal, outline, and abstract build on one another and culminate in a final essay that goes through the process of drafting and, after peer and teacher review, revision.

Difference, Power, and Equity Notes: This course requires students to focus on what power does and should look like from the perspective of difference, exploring the relationship between power and equity in the process. Students will reflect on and discuss the working of power in their own lives, why certain forms of power are more or less visible to particular groups, and how different ideas about power promote different interests in society at large.

Attributes: WGSS Theory Courses

Fall 2019

SEM Section: 01    TF 1:10 pm - 2:25 pm     Greta F. Snyder

WGSS 261  (S)  The Saint and the Countess: Lost Voices of Medieval Women

Cross-listings: WGSS 261  MUS 261

Secondary Cross-listing

Very few female voices from the Middle Ages are audible today; most of the music, poetry, and other writings that survives reveals the creativity and expresses the attitudes of men. This course will explore the experiences and viewpoints of medieval women through the lens of the poetry and songs of two exceptional 12th-century figures: the German abbess Hildegard of Bingen, whose long and immensely productive life was shaped by the requirements of monastic culture; and the French Countess of Dia in Provence, whose elusive life and works exemplify the dynamics of aristocratic court culture. We will ask how these and other musical women active in both the sacred and the secular spheres (such as the nun Birgitta of Sweden, and Queen Blanche of Castile) negotiated their places and made their voices heard within the patriarchal society of their time. We will examine the ways in which these contrasting environments informed the different outlooks, ideas, and aesthetics expressed in the words and music of their songs. Along the way we will critically assess how these lost voices have been recreated to speak to us today through recordings and film.

Requirements/Evaluation: several short papers and presentations, and a final project and presentation

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: current or prospective Music and Women's Gender & Sexuality Studies majors
**WGSS 261 (D1) MUS 261 (D1)**

Expected Class Size: 6
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 261 (D1) MUS 261 (D1)

Not offered current academic year

**WGSS 262 (S) Gender and Conflict in International Relations**

Cross-listings: WGSS 262  PSCI 261

Secondary Cross-listing

This course explores gender dynamics in modern conflicts from the perspective of civilian societies, state militaries and non-state armed groups. The course will look at gender roles, relations, and symbols, throughout different phases of conflict including the precursors to conflict, during a conflict, and finally in the aftermath of active conflict. We will examine contemporary security debates related to gender including violent extremism, women in the military, and post-conflict reconstruction. We also look at case studies from several regions including Uganda, El Salvador, Sierra Leone, and Northern Ireland. Gender, in this course, will be used as a lens to understand different identities in conflict and expectations for women, men, boys, and girls, as well as examine femininities and masculinities. The course will use literature from scholars in the field of gender and conflict but will also include literature on conflict that does not have a gender perspective, with the aim to encourage students to add their own gendered analysis or questioning of current theories of conflict in international relations.

Requirements/Evaluation: short writing assignments; some combination of take-home exams and in-class presentations; class participation
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: potential and actual Political Science majors or Women's, Gender and Sexuality Studies majors
Expected Class Size: 18
Grading: no pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 262 (D2) PSCI 261 (D2)

Attributes: PSCI International Relations Courses

Spring 2020
SEM Section: 01  W 7:00 pm - 9:40 pmThursday Org Mtg 6:30 pm - 6:55 pm  Phoebe G. Donnelly

**WGSS 263 (S) Transnational Activism: Practice, Problems, Ethics** (DPE)

Cross-listings: SOC 264  WGSS 263

Primary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists have advanced their goals? Why and how have transnational activists' efforts have failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and Sociology majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 264 (D2) WGSS 263 (D2)

Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.
Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020
SEM Section: 01 MR 2:35 pm - 3:50 pm Greta F. Snyder

WGSS 264 (F) Bodies, Genders, and Sexualities in the Early Christian World (DPE)
Cross-listings: REL 264 WGSS 264

Secondary Cross-listing
What does it mean to be a woman or a man? To have body? A gender? A sexuality? In this course we will explore the ways in which bodies, genders, and sexualities were experienced and described in Mediterranean antiquity. Ancient experiences of and ideas about bodies, genders, and sexualities were often very different than those of the contemporary world. Nevertheless, because Greek and Roman antiquity and Christian beginnings often function as the imagined origins of "Western" (or European and American) "civilization," these ancient ideas about bodies, genders, and sexuality, maintain an out-sized presence in current debates about the "normal" body, gender practices, and the contour of sexuality. With a focus on early Christianity, the course seeks, on the one hand, to introduce students to the early history of Christianity through an inspection of its pluriform discourses on the meaning and regulation of bodies, genders, and sexuality, even as it keeps an eye toward the modern legacy of these ideas. On the other hand, the course gives students the opportunity to be introduced to key questions and theories in Women's, Gender, and Sexuality Studies through the study of early Christianity and its environs
Requirements/Evaluation: weekly response papers, 5- to 6-page paper, 8- to 10-page pap
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: majors, student seniority by class
Expected Class Size: 19
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 264 (D2) WGSS 264 (D2)

Difference, Power, and Equity Notes: The course's focus on the production and use of difference in terms of bodies, genders, and sexualities, and how those putative differences were used to authorize the social distribution of power, qualify this course as meeting the DPE distribution requirement.
Not offered current academic year

WGSS 267 (S) Performance Studies: An Introduction (DPE)
Cross-listings: DANC 267 WGSS 267 THEA 267 COMP 267

Secondary Cross-listing
Since the 1980s, performance studies has emerged as an interdisciplinary field of inquiry, with origin tales in theater and anthropology, in communications and philosophy. What might theorizing "performance" as mode, analytic, and object of study have to offer scholarship in the interdisciplinary humanities? In this seminar, we will read texts formative of performance studies, paired with multimedia performance examples, where performance speaks to staged theatrics as well as the presentation of everyday life. We will ask, how are race, gender, sexuality, and nation produced as the effects of legal, political, historical, social, and cultural scripts? And--an important partner question--how do discourses and practices of race, gender, sexuality, and nation in fact produce legal, political, historical, social, and cultural effects? This seminar is an introduction to performance
studies, an interdisciplinary field in conversation with theater studies, gender studies, anthropology, philosophy, literary theory, visual studies, dance studies, ethnic studies, queer theory, and postcolonial studies. Students will study and experiment with performance while reading theoretical texts to grapple with concepts including ritual, restored behavior, performativity, mimicry, liveness, the body, objecthood, archive, movement, matter, and affect.

**Requirements/Evaluation:** reflection papers, performance analysis, final paper or performance

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

DANC 267 (D1) WGSS 267 (D2) THEA 267 (D1) COMP 267 (D1)

**Difference, Power, and Equity Notes:** This course tracks performance studies' engagement with feminist, queer, post-colonial, and critical ethnic studies scholarship, equipping students with tools and concepts with which to analyze power, difference, and equity.

**Attributes:** WGSS Theory Courses

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Spring 2020

**SEM Section:** 01  W 1:10 pm - 3:50 pmThursday Org Mtg 7:30 pm - 7:55 pm  Vivian L. Huang

**WGSS 269 (F) Staging Race and Gender** (DPE)

**Cross-listings:** ENGL 249  THEA 249  WGSS 269

**Secondary Cross-listing**

This course will examine the role of theatre in staging understandings of race in the United States, particularly where ideologies of race converge with ideologies of gender. We will begin with the minstrel show, the most popular form of live entertainment in the 19th century, and end with Marcus Gardley's *Black Odyssey*, a 21st century production of a black man's coming into consciousness amid violence and war as well as divine protection. We will consider the role of live visual media in producing, reifying, and challenging discourses of race and gender across various historical periods. Through our pairing of drama in text and film, we will interrogate how meaning around racialized bodies has been made through performance practices on the stage that inform everyday life. Dramatists will include Eugene O'Neill, Tennessee Williams, August Wilson, Langston Hughes, Ntozake Shange, Amiri Baraka, and Suzan-Lori Parks. In our attempt to locate and extend our notions of theatre in the contemporary era, we will explore episodes from such popular television series as Queen Sugar, This Is Us, Atlanta, and The Chi.

**Requirements/Evaluation:** four papers totaling at least 20 pages and in-class group performances

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 19

**Expected Class Size:** 19

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 249 (D1) THEA 249 (D1) WGSS 269 (D1)

**Difference, Power, and Equity Notes:** This course will explore how race and gender have been constructed in the American theatre from the 19th century to the present. Students will develop skills for interrogating the performativity of race and gender, and achieve proficiency with these skills through critical response papers and short, in-class dramatizations that integrate theoretical perspectives on visual culture, performance, and gender and feminist studies.

**Attributes:** ENGL 200-level Gateway Courses

Not offered current academic year
WGSS 274 (F) 'As If Her Mouth Were a Weapon': Jamaica Kincaid (DPE)

Cross-listings: ENGL 254 WGSS 274

Secondary Cross-listing

This course explores the work of the internationally renowned author Jamaica Kincaid. We will wrestle with her commentary on concepts and conditions such as death; the afterlife of slavery and colonialism; family relations; love, romance, their absence and their entanglement with hatred; and illness. We will pay particular attention to character and author navigation of negative affects and the blurred boundaries between fiction and autobiography. Course texts include Annie John (1985), Lucy (1990), The Autobiography of My Mother (1996), My Brother (1997), Mr. Potter (2002), and See Now Then (2013). They will be examined through the lenses of race, gender, sexuality, class and citizenship and aided by supplemental readings. This course will explore the power that structures and determines or constrains labor and citizenship status; abortion, reproduction and mothering; memory, literacy and archival production; and more.

Class Format: meeting as a full group two to three times; meeting in tutorial pairs for most of the semester

Requirements/Evaluation: five 4- to 5-page essays and five 2-page critical responses, completed in tutorial pairs, keyword assignment, final roundtable

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 254 (D1) WGSS 274 (D2)

Difference, Power, and Equity Notes: Students will center Afro-Caribbean women's subject formation on the terrain of the literary imagination and develop interpretive and analytical skills to examine the affective dimensions of the racialization and gendering of power, of intimacy, and of national belonging.

Attributes: ENGL post-1900 Courses ENGL 200-level Gateway Courses

Fall 2019

TUT Section: T1 TBA Ianna Hawkins Owen

WGSS 275 (S) Women's Contemporary Cultural Production in Latin America (DPE)

Cross-listings: COMP 286 WGSS 275 RLSP 274

Secondary Cross-listing

In Latin America, women have been largely displaced as historical subjects and reduced, in many ways, to symbolic figures or icons whose trajectories have been depicted as essential to the construction of diverse social projects within the context of patriarchal nation-states. Each country has formed a specific idea of what a woman is, and can be, through its cultural production, and this constant erasure/objectification has led to a complex problematic when it comes to addressing women as cultural producers. Keeping this in mind, in this course we will explore the concept of "Woman" as a representation and women as cultural producers in contemporary Latin America. We will address intersections of race/ethnic positioning, sexual identity, and social class to explore their role in the reception and understanding of the work of these female artists. Through the analysis of varied cultural production, the syllabus will present an interdisciplinary approach to the contributions of female artists to the cultural representation of race/ethnicity, masculinity, femininity, violence, sexuality, gender identity, nationalism, citizenship, and social movements. We will explore the work of artists such as Sara Castrejón, Nahui Ollin, Ciltlal Fabián, Amparo Dávila, Alejandra Pizarnik, Rosario Castellanos, Reina Roffé, Ana Tijoux, Lucrecia Martel, Chavela Vargas, Graciela Iturbide, Celia Cruz, Lucía Puenzo, Cecilia Barriga, Cristina Rivera Garza, María Novaro, Cristina Peri Rossi, Maruch Sántiz Gómez, Leonora Carrington, and Maris Bustamante, among others. In addition, we will read theoretical texts on diverse subjects corresponding to each specific cultural product.

Requirements/Evaluation: essays (7-8 pages), weekly written reports, oral presentation, active and engaged class participation

Prerequisites: RLSP 105, placement exam results, permission of instructor or Department Chair

Enrollment Limit: 19

Enrollment Preferences: Spanish majors and certificate students, current and potential; LATS concentrators
Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 286 (D1) WGSS 275 (D1) RLSP 274 (D1)

Difference, Power, and Equity Notes: We will address issues of racial/ethnic positioning, sexuality, gender identity, and social class in light of diverse human experiences in contemporary cultural production in Latin America.

Attributes: LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

WGSS 279 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture

Cross-listings: COMP 279 REL 271 WGSS 279 ASST 271

Secondary Cross-listing

“Ghosts and monsters” (Chinese yaoguai, Japanese yokai, Korean yogs) have long figured prominently in East Asian cultural history. In medieval East Asian chronicles, wrathful demons attacked the imperial palace, ghosts haunted abandoned temples, and shape-shifting foxes infiltrated the bedrooms of royal concubines. These creatures persisted into the modern era when nineteenth century tabloids reported the existence of demon-foxes, giant serpents, and vengeful spirits. In the latter half of the nineteenth century, monsters began crossing over into the realm of fiction, and Japanese, Chinese, and Korean popular novels and films continue to crawl with images of traditional dark beasts. The opening contention of this course is that ghosts and monsters signify deviancies from “the normal” as it is constructed in a given culture and time period--they often come to represent transgressions of nature, gender, sexuality, race, morality, or to subvert distinctions such as those between human and animal, man and woman, animate and inanimate, present and past, or living and dead. This course will analyze East Asian ghosts and monsters in their historical cultural context, thinking about how they come to embody particular cultural fears and desires. We will use a range of East Asian materials in translation--including folktales, medieval bestiaries, short stories, and films, alongside a heavy dose of theory including works by feminist scholars Julia Kristeva, Ilka Quindeau, Susan Sontag and various others who attempt to understand the monstrous and the uncanny. Students will undertake an extended research project on a ghost or monster of their choice and locate it in its broader cultural context. Doing so should put us in a position to explore central themes, such as the connection between the grotesque and the erotic, the cultural performance of gender, the social construction of illness, the trauma of memory, the commodification of the supernatural, and the boundaries of the human.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly responses, final 15- to 18-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: REL, ASST, WGSS, and COMP majors will be given preference

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 279 (D2) REL 271 (D2) WGSS 279 (D2) ASST 271 (D2)

Attributes: FMST Related Courses

Not offered current academic year

WGSS 283 (F) Black Queer Looks: Race, Gender and Sexuality in Contemporary African-American Film

Cross-listings: WGSS 283 ENGL 286 AFR 283 AMST 283

Primary Cross-listing

In this course we will foreground questions around visibility and memory. We will explore representations of Black queer bodies in experimental, documentary and narrative film. This course will engage foundational texts from Black Queer Studies. We will pair texts with film in order to examine the various relationships between art and scholarship. You will also be asked to think about yourself as a filmmaker. We will screen films such as Looking for Langston (Isaac Julien, 1989), The Watermelon Woman (Cheryl Dunye, 1996), U People (Olive Demetrius and Hanifah Walidah, 2009),
Tongues Untied (Marlon Riggs, 1989) and Litany for Survival (Ada Gay Griffin and Michelle Parkerson, 1995). Throughout the course we will evaluate the different ways filmmakers represent Black queerness on screen. The goal is to think about the possibilities and limitations of representation and visibility. Each of you will be asked to facilitate a class discussion. You also will be required to do weekly critical response papers. In lieu of a final paper you will create a detailed proposal for a short film that "represents" some segment of Black queer living.

Requirements/Evaluation: facilitate class discussion; weekly critical response papers; in lieu of a final paper you will create a detailed proposal for a short film

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 283 (D2) ENGL 286 (D1) AFR 283 (D2) AMST 283 (D2)

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01 TF 1:10 pm - 2:25 pm Kai M. Green

WGSS 300  (F) Advanced Ballet--Technique, Repertoire, & Revolution: Women at the Barre, on Stage, at the Helm

Cross-listings: WGSS 300  DANC 300

Secondary Cross-listing

To loosely paraphrase the feminist Emma Goldman, “If I can't dance, I don't want to be part of your revolution.” Designed for intermediate/advanced ballet dancers, in this course students will explore different topics in past and current ballet history through the lens of famous ballets, dancers, choreographers, etc. In Fall 2019, we will focus on some of the notable female figures in the world of ballet: while ballet is often perceived as a primarily “female” art form—and indeed, there are many more females vying for positions in ballet companies than males—historically, women have held far fewer leadership positions than men, and have had fewer choreographic opportunities. In addition to technique classes, variations and/or ensemble sections from selected ballets will be taught and coached to students. This is primarily a studio course, although readings relevant to our coursework will be assigned. These assignments will offer historical context, as well as provide rigorous looks at some of the ways in which ballet hasn’t always lived up to its potential as a dance form for all people regardless of class, race, and gender. We'll consider basic information—-the plotlines of the ballets—as well as more subtle—ideas—-famous dancers' takes on these roles, the socio-political aspects of the works themselves and the times they were created in. Viewings will also be assigned to allow students to fully explore and grasp the ballets and to provide additional contextualization. Students will submit (informal) written responses to the assignments. The class may go on one or two field trips to attend performances and will write response papers when applicable. This course MAY BE REPEATED for general academic credit (but not for additional WGGS major credit). ANY student with adequate prior training is welcome to this class! Material will be introduced at an intermediate/advanced level, and individuals will be assessed on their own personal progress.

Requirements/Evaluation: quality of participation and progress (throughout the semester) in classes, rehearsals, presentations, and assignment responses

Prerequisites: a minimum of three years prior training in ballet, and a demonstrated ability to safely keep up with this level of instruction; permission of instructor required

Enrollment Limit: 20

Enrollment Preferences: students with demonstrated ability and desire to continue rigorous study

Expected Class Size: 5

Grading: yes pass/fail option, yes fifth course option

Materials/Lab Fee: ballet class attire: leotard, tights/leggings, ballet slippers; and for those on pointe, pointe shoes

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 301 (F) Sexual Economies  (DPE)

Cross-listings:  WGSS 301  AMST 334  ANTH 301

Primary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.

Requirements/Evaluation:  midterm essay exam, final research paper, research proposal/annotated bibliography

Prerequisites:  none, though WGSS 101 and/or 202 may be helpful, but not required

Enrollment Limit:  20

Enrollment Preferences:  based on statement of interest

Expected Class Size:  20

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 301 (D2) AMST 334 (D2) ANTH 301 (D2)

Difference, Power, and Equity Notes:  We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

Not offered current academic year

WGSS 302 (F) Social Construction  (DPE)

Cross-listings:  SCST 301  COMP 315  REL 301  STS 301  SOC 301  WGSS 302

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation:  regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites:  none
Enrollment Limit: 15
Enrollment Preferences: Religion majors, then majors from cross-listed departments
Expected Class Size: 15
Grading: no pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
SCST 301 (D2) COMP 315 (D1) REL 301 (D2) STS 301 (D2) SOC 301 (D2) WGSS 302 (D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses
Not offered current academic year

WGSS 303 (S) Humans and Bodies: Theories of Embodiment
Cross-listings: WGSS 303 REL 313
Secondary Cross-listing
What is the body? Does "the body" precede culture, or is "the body" society's own creation, a contingent assemblage of matter, sensations, and psychosomatics? How does the self, and various types of self, relate to the body? How do sexual selves, racial selves, and gendered selves relate to their own bodies, to other bodies and selves? How are these selves produced through or with the body? How does the self-sense its "own" body? And does the body construct the self, or the self the body? In this course, we'll ask big questions about the body, its relation to the self, and about embodiment, through reading the most important and timely theories of the body, the self, and embodiment, especially as found in psychoanalytic, phenomenological, feminist, trans, and queer theories and methods.
Requirements/Evaluation: papers, class participation
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: majors
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 303 (D2) REL 313 (D2)
Not offered current academic year

WGSS 304 (S) Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall
Cross-listings: GERM 304 WGSS 304
Secondary Cross-listing
In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country's international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, *Die Ermittlung*, Heinrich Böll, *Und sagte kein einziges Wort*, Gisela Elsner, *Riesenzwerge*, Emine Sevgi Özdamar, *Das Leben ist eine Karawanserei*, Volker Braun, *Unvollendete Geschichte*, Alice Schwarzer, *Der kleine Unterschied und seine großen Folgen*, Christian Kracht, *Faserland*, Thomas Brussig, *Wasserfarben*. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Pientzdorf, "Die Legende von Paul und Paula,"
Water imagery has been central to black diasporic culture since its beginnings in the Middle Passage—suggesting imprisonment, isolation, escape, ancestral communion, and death, for example. This course wrestles with the significance of water in diasporic literature—how it endures, how it has diminished, how it slips away from us. Black diaspora theory was revolutionized by Paul Gilroy’s *The Black Atlantic*, which urged us to consider more deeply the role of the ship, the routes, and the roots entailed in the formation of diasporic consciousness. This course aims to expand students’ theoretical skills as we discuss cornerstone and cutting edge texts of diaspora theory, with an emphasis on theories that work with the relationship to water, such as those by Jacqueline Nassy Brown, Omise’eke Tinsley, and Vanessa Agard-Jones. Primary texts will include *The Big Sea* by Langston Hughes, *Sugar and Slate* by Charlotte Williams, Barry Jenkins’ *Moonlight*, and more.

**Requirements/Evaluation:** weekly reading responses, presentations, one 10-page paper, engaged feedback process, and thoughtful class participation

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Expected Class Size:** 20

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 309 (D1) AMST 308 (D1) WGSS 308 (D2) COMP 300 (D1)

**Attributes:** ENGL Criticism Courses

Not offered current academic year
and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies.

Class Format: discussion

Requirements/Evaluation: class participation, three short response papers, and the completion of an original research paper or project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 310 (D2) AFR 310 (D2) WGSS 310 (D2) AMST 309 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

WGSS 311 (S) Theorizing Shakespeare

Cross-listings: COMP 310 THEA 311 ENGL 311 WGSS 311

Secondary Cross-listing

For complex reasons, Shakespeare has always revealed as much about those who speculate on him as the speculators have revealed about him. In this course, we will engage a few plays in considerable depth: The Merchant of Venice, Hamlet and Antony and Cleopatra. But we will also use these works as a means to engage some of the most compelling trends in recent critical thought, including cultural theory and post-Marxist analysis, political theology, deconstruction and rhetorical theory, psychoanalytic thought and theories of gender and sexuality. In some instances, we will look at applied criticism, in others we will simply place a theoretical work alongside a play and see what they have to say to each other, for instance, what would a Shakespearean reading of Jacques Lacan look like?

Requirements/Evaluation: 20 pages of writing in the form of two short and one longer paper

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: English majors

Expected Class Size: 19

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 310 (D1) THEA 311 (D1) ENGL 311 (D1) WGSS 311 (D2)

Attributes: ENGL Criticism Courses ENGL Literary Histories A

WGSS 313 (S) Gender, Race, and the Power of Personal Aesthetics

Cross-listings: LATS 313 AMST 313 AFR 326 WGSS 313

Secondary Cross-listing

This course focuses on the politics of personal style among women of color in an era of viral video clips, the 24-hour news cycle, and e-commerce sites dedicated to the dermatological concerns of "minority" females. With a comparative, transnational emphasis on the ways in which gender, sexuality, ethno-racial identity, and class inform standards of beauty, we will examine a variety of materials including commercial websites, histories, personal narratives, ethnographies, sociological case studies, and feminist theory. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we will engage the following questions: What are the everyday functions of personal style among women of color? Is it feasible to assert that an easily identifiable "African American," "Latina," "Arab American" or "Asian American" female aesthetic exists? What role do transnational media play in the development and circulation of popular aesthetic forms? How might the belief in personal style as
activist strategy challenge traditional understandings of feminist political activity?

Requirements/Evaluation: participation, one student-led discussion period, two written essays of 5-7 pages, final take-home exam

Prerequisites: LATS 105, AMST 201, WGSS 101 or permission of instructor; first year students are not permitted to take this course

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, American Studies majors, and Women's, Gender and Sexuality Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
LATS 313 (D2) AMST 313 (D2) AFR 326 (D2) WGSS 313 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2020

SEM Section: 01    TR 11:20 am - 12:35 pm     Maria Elena Cepeda

WGSS 314  (F)  The Social Ecology of Racial and Gender Inequity  (DPE)

Cross-listings:  WGSS 314  SOC 314

Primary Cross-listing

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Requirements/Evaluation: attendance, class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 314 (D2) SOC 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

SEM Section: 01    TF 2:35 pm - 3:50 pm     Greta F. Snyder

WGSS 315  (S)  Paris on Fire: Incendiary Voices from the City of Light (1830-2015)

Cross-listings:  WGSS 315  RLFR 316
Secondary Cross-listing

During the 1830s, Balzac described Paris as a “surprising assemblage of movements, machines, and ideas, a city of one hundred thousand novels, the head of the world,” but also characterized the French capital as a “land of contrasts,” a “monstrous wonder,” a “moral sewer.” Similarly, writers from Hugo to Zola have simultaneously celebrated Parisian elegance and condemned the appalling misery of Paris’s urban poor. Since 1889, Paris has been feted as the “City of Light” for its Enlightenment legacy, its Eiffel Tower modernity, and its luminous urban energy, captured in countless paintings, photographs, and film. However, Paris is also the historical site of revolution, resistance, and riots. From revolutionary revolt (1830, 1848, 1871), to wartime resistance (1870, 1914-18, 1940-44), to reformist and race riots (1968 and 2005), Paris has repetitively sparked with incendiary passion and political protest. As fires raged during the riots in 2005, many heard the echo of Hitler’s ominous 1944 question, “Is Paris burning?” and asked: why was Paris burning again at the dawn of the twenty-first century? And following the recent terrorist attacks in Paris in 2015, many wonder what lies ahead for the City of Light. To answer these questions, we will examine the social, political, and literary landscape of Paris during the nineteenth and twentieth centuries, from urbanization and modernization, to occupation and liberation, to immigration and globalization. Readings to include poetry, short stories, and novels by Hugo, Balzac, Baudelaire, Maupassant, Verne, Zola, Apollinaire, Colette, Duras, Perec, Rochefort, and Charef. Films to include works by Clair, Truffaut, Godard, Minnelli, Clément, Lelouch, Luhrmann, Kassovitz, Besson, and Jeunet. Conducted in French.

Requirements/Evaluation: active class participation, midterm exam, and two to three papers
Prerequisites: strong performance in RLFR 106 or 107; a RLFR 200-level course; another RLFR 300-level course; or permission of instructor
Enrollment Limit: 20
Enrollment Preferences: French majors and certificate students; Women’s, Gender, and Sexuality Studies majors; and those with compelling justification for admission
Expected Class Size: 20
Grading: yes pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 315 (D2) RLFR 316 (D1)
Attributes: GBST Urbanizing World Electives
Not offered current academic year

WGSS 316 (F) Feeling Queer and Asian
Cross-listings: COMP 313 WGSS 316 ASST 316

Primary Cross-listing
This advanced undergraduate seminar focuses on concepts, queries, and methodologies at the intersections of Asian Americanist critique, queer theory, and affect theory. How might we come to understand Asian gender, sexuality, and racialization less through a language of being or meaning, as through feeling? How do Asian/American discourses rely upon languages of gender and sexuality, and how might queerness depend upon Asianness? How might these theories identify, complicate, and call forth more expansive or alternative practices of belonging? The class will read theories including national abjection, racial melancholia, disaffection, queer diaspora, and homonationalism, as well as engage Asian American literatures.
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: WGSS majors
Expected Class Size: 12
Grading: yes pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 313 (D1) WGSS 316 (D2) ASST 316 (D2)

Fall 2019
WGSS 317 (F) The New Woman in Weimar Culture (WS)

Cross-listings: GERM 317  WGSS 317

Secondary Cross-listing
This course explores the figure of the New Woman, a professional, political, independent, and modern woman, that rises in Germany right at the end of World War I and thrives during the Weimar Republic. Acclaimed as the epitome of Weimar Modernity, the New Woman is nevertheless greeted with great ambivalence: whether a liberated and emancipated woman for some, or a dangerous and promiscuous woman loathed by others, she is perceived as threatening to the patriarchal order. A closer look at artworks by Otto Dix, Christian Schad, and Hannah Höch, films by Fritz Lang and Georg Wilhelm Pabst, poems by Gottfried Benn, Else Lasker-Schüler, and Kurt Tucholsky, novels by Erich Kästner, Vicky Baum, and Irmgard Keun, as well as plays by Frank Wedekind and Bertolt Brecht, will provide a more precise picture of the New Woman's various incarnations, ranging from actresses (Marlene Dietrich), singers (Margo Lion and Claire Waldorf), and dancers (Anita Berber) to prostitutes, and suggest that the New Woman serves as the vessel of male anxieties and represents the contradictions of modernity. Taught in German.

Class Format: taught seminar style in German for the German students and as a tutorial in English for non German speaking students

Requirements/Evaluation: papers and oral presentations

Prerequisites: for students taking it in German: GERM 201 or the equivalent; for students taking the course in English: one college-level literature course

Enrollment Limit: 19

Expected Class Size: 8

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GERM 317 (D1) WGSS 317 (D2)

Writing Skills Notes: Students will submit multiple drafts of their papers. Focus is on argument and thesis statement, introduction and conclusion as well as literary analysis and interpretation of primary and secondary literature. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Fall 2019

SEM Section: 01  MR 1:10 pm - 2:25 pm  Christophe A. Kone

WGSS 318 (S) Black Masculinities (DPE)

Cross-listings: AMST 350  WGSS 318  ENGL 375  AFR 331

Primary Cross-listing
In this seminar, we will study the evolution of Black masculinities through cultural, social, and political movements from 20th century to the present. This course engages Black feminist thought, Black masculinities studies, queer theory and performance studies. We will examine the relationship and constitutive nature of masculinity and femininity. By examining representations and presentations of Black masculinities, we will pursue questions such as: How is blackness always already gendered? How is gender always already racialized? What are the effects of these gendering and racializing practices on Black bodies, spaces, and places? How has dominant society attempted to define Black masculinity? In what ways have Black people undermined these narratives and redefined themselves? How do racial stereotypes about Black men’s sexuality inform representations of Black masculinities? What is the future of Black Gender? We will trouble the relationship between manhood and masculinity by examining the ways in which masculinity can move across various kinds of bodies. In addition to reading critical and creative texts, we will view films and engage other kinds of media. Students will be responsible for 2 short papers and a final project.

Requirements/Evaluation: students will be responsible for 2 short papers and a final project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS Majors will get preference, then Juniors and Seniors

Expected Class Size: 14
Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 350 (D2) WGSS 318 (D2) ENGL 375 (D1) AFR 331 (D2)

Difference, Power, and Equity Notes: This course engages content and materials that explore various forms of difference, power, and equity, along with facilitating the development of skills that will help students address the implications of said forms. This course considers current examples and historical examples of Black masculinity. This course fosters difficult conversations about how difference works and has worked, how identities and power relationships have been grounded in lived experience.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses  WGSS Theory Courses

Spring 2020

SEM Section: 01  TF 1:10 pm - 2:25 pm  Kai M. Green

WGSS 319  (F) Gender and the Family in Chinese History

Cross-listings: ASST 319  WGSS 319  HIST 319

Secondary Cross-listing

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China.

Class Format: discussion

Requirements/Evaluation: class participation, several short papers, and a final paper

Prerequisites: none; open to first year-students with instructors permission

Enrollment Limit: 25

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ASST 319 (D2) WGSS 319 (D2) HIST 319 (D2)

Attributes: GBST East Asian Studies Electives  HIST Group B Electives - Asia  HIST Group P Electives - Premodern  WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 322  (F) Introduction to Critical Theory  (DPE) (WS)

Cross-listings: WGSS 322  PHIL 321

Secondary Cross-listing

"Dare to know! Have courage to use your own reason—that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet from its inception and continuing into the 19th and 20th centuries we find the promise of Enlightenment challenged by colonialist expansion, the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed? Should it be? Among the possible topics addressed will be: criticizing capitalism, alienation and objectification, progress and freedom, the entanglements of power and reason, radical liberalism, the future of democracy as well as post-structuralist, post-colonial, feminist and anti-racist critiques of the Frankfurt School. Readings may include historical as well as contemporary figures such as: Kant, Freud, Horkheimer, Adorno, Marcuse, Habermas, McCarthy, Honneth, Fraser, Amy Allen, Foucault, Ranciere, Achilles Mbembe, Judith Butler, Wendy Brown, Spivak, and
Charles Mills, among others.

**Class Format:** students will work in pairs and meet for 75 minutes each week with the professor

**Requirements/Evaluation:** each student will write and present five 5- to 6-page paper every other week and a commentary on their partner's essay on alternate weeks; evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings

**Prerequisites:** PHIL 202, Kant course, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in political theory, feminist theory, or post-colonial theory

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 322 (D2) PHIL 321 (D2)

**Writing Skills Notes:** Tutorial format requires significant writing (six 5-page papers), weekly commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, differences, and overcoming injustice, inequality, and domination are central topics.

**Attributes:** PHIL History Courses  WGSS Theory Courses

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**WGSS 324 (S) Indigenous Women's History** (DPE) (WS)

**Cross-listings:** AMST 324  HIST 362  WGSS 324

**Secondary Cross-listing**

What would it mean to locate indigenous women and their stories at the heart of American history? This advanced junior seminar course answers this question by centering the lives of indigenous women from the pre-colonial period through the present. We will discuss both the historical importance of these women’s lives, as well as the methodological and ethical concerns that arise through the historiographic recovery of their stories. We analyze both canonical figures--such as La Malinche, Pocahontas, and Sakakawea--as well as lesser known historical actors, political leaders, writers, and artists.

**Requirements/Evaluation:** engaged class participation, weekly reading responses, extended research project (2-page proposal, 5-page annotated bibliography, 15-page final paper and presentation)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** American Studies, History, and Women's Studies, Gender and Sexuality majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 324 (D2) HIST 362 (D2) WGSS 324 (D2)

**Writing Skills Notes:** With substantial focus on students' development of independent research papers, this course satisfies the Writing Skills requirement.

**Difference, Power, and Equity Notes:** We examine the lives of indigenous women in the Americas across a span of more than 500 years, asking how and why we come to know these stories through archival records, oral histories, popular culture, and autobiographies. By analyzing the interwoven forces of gender, indigeneity, race, and colonization through both primary documents and secondary scholarship, we will work together to cultivate skills of critical inquiry and better understand the role of power in shaping historical narratives.

**Attributes:** AMST Comp Studies in Race, Ethnicity, Diaspora  HIST Group F Electives - U.S. + Canada  HIST Group G Electives - Global History

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Not offered current academic year
WGSS 325  (F)  Television, Social Media, and Black Women 'Unscripted'

**Cross-listings:** WGSS 325  AFR 325

**Secondary Cross-listing**

Nene Leaks, Shonda Rhimes, Oprah Winfrey, Kerry Washington and now Lavern Cox and Melissa Harris-Perry have become common household names. Whether from the television shows they star in, the TV shows they have created, or the social media presence they have developed—these women continue to influence and shape popular culture. In this course we will situate Black women as creators and contributors to popular culture as a whole, but specifically through television (scripted and "unscripted") and social media. We will begin by covering the history of Black women in television. This historical approach will then lead us to examine selected TV episodes, and investigate social media pages of Black actresses, television producers, and the fans of these shows. The aim of this course is to analyze the ways in which Black women continually shift the popular culture paradigm and how they serve as key players determining what is indeed popular.

**Requirements/Evaluation:** class participation, response papers, one 10 page paper, and a formal class presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** juniors and seniors

**Expected Class Size:** 13

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 325 (D2) AFR 325 (D2)

**Attributes:** AFR Core Electives  FMST Core Courses

Not offered current academic year

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WGSS 326  (S)  Queer Temporalities

**Cross-listings:** REL 326  LATS 426  COMP 326  WGSS 326

**Secondary Cross-listing**

Birth, childhood, adolescence, college, adulthood, career, marriage, family, mid-life, old age, death, afterlife. How are all these facets of being human imagined as stages in time, as axes on certain progressive lines that delineate human social relations? How do we experience and represent time, and what factors might account for both our experiences and our representations? What are some of the ways that people experience and mark the passing of time? What are some of the different ways that people have made sense of time and themselves in time? How have our conceptions of time and our demarcations of lifecycles shifted historically? How do people whose experiences do not align with dominant cultural social stages negotiate ideas of lifecycle and timing? Especially for individuals and peoples who have been denied self-representation and narratives of place, how do competing notions of time, history, space, and location get negotiated? In this course, drawing from within the broad corpus of queer theory (including theorists such as Gloria Anzaldúa, Elizabeth Freeman, J. Halberstam, and José Esteban Muñoz) we will examine some non-linear, non-normative, and interruptive approaches to making sense of time, space-time, and self within time.

**Class Format:** tutorial

**Requirements/Evaluation:** Class attendance, analytical essays, responses, and revised essays. Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week's reading. The other student will respond orally with a 2-page response to their partner's paper. Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one from the first half of the semester, one from the second half due at the end of the semester.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** majors and concentrators in Religion, Latina/o Studies, Comparative Literature, and Women's, Gender, and Sexuality Studies or students who have previous coursework in those programs

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)
WGSS 328 (F)  Austen and Eliot

Cross-listings:  WGSS 328  ENGL 328

Secondary Cross-listing

Austen and Eliot profoundly influenced the course of the novel by making internal consciousness crucial to narrative form. In this course we will explore Austen's innovative aesthetic strategies and the ways in which Eliot assimilated and transformed them. By placing each writer's work in its political and philosophical context—in Austen's case, reactions to the aftermath of the French Revolution, in Eliot's, to the failed mid-century European revolutions and the pressures of British imperialism—we will consider how each writer conceives social and historical exigencies to shape comedies and dramas of consciousness. Readings will include Austen's Pride and Prejudice, Emma, Mansfield Park, and Persuasion; Eliot's The Mill on the Floss, The Lifted Veil; and Daniel Deronda; selected letters and prose; and critical essays.

Class Format: discussion

Requirements/Evaluation:  two papers of approximately 8-10 pages

Prerequisites:  a Gateway course or permission of the instructor

Enrollment Limit:  25

Enrollment Preferences:  junior and senior English majors

Expected Class Size:  18

Grading:  yes pass/fail option,  yes fifth course option

Materials/Lab Fee:  course books

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 328 (D2) ENGL 328 (D1)

Attributes:  ENGL Literary Histories B

Fall 2019

SEM Section: 01  MR 1:10 pm - 2:25 pm  Anita R. Sokolsky

WGSS 329 (S)  Sexuality and US Literatures of the 19th Century

Cross-listings:  WGSS 329  AMST 349  ENGL 329

Secondary Cross-listing

If homosexuality and heterosexuality, as it is commonly argued, only came into being as legible identities at the end of the nineteenth century, what constituted "sexualities" before that? This course will explore how sexualities were expressed, regulated, denied and embraced "before identity" through reading closely some of the most central literary and cultural works of the period alongside a set of methodologically and theoretically diverse critical works that engage this query. Some questions we may explore include: What counts as sex and why would that be important to understanding a work of literature? What effect does race, ethnicity, gender, class and other differences make on sexual expression and regulation? How does literature itself represent, theorize, and respond to discourses of desire? Authors whose works we may explore include Emily Dickinson, Frederick Douglass, Harriet Jacobs, Henry James, Herman Melville, and Ralph Waldo Emerson.

Class Format: seminar

Requirements/Evaluation:  engaged and thoughtful discussion, in-class writings, oral presentation, one 5- to 7-page paper and one 8- to 10-page paper

Prerequisites:  none

Enrollment Limit:  19

Enrollment Preferences:  ENGL, WGSS, and AMST majors
Expected Class Size: 19
Grading: no pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 329 (D1) AMST 349 (D1) ENGL 329 (D1)
Attributes: ENGL Literary Histories B

Not offered current academic year

WGSS 331 (S) Queer Europe: Sexualities and Politics since 1850 (DPE)

Cross-listings: WGSS 331 HIST 332

Secondary Cross-listing

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the mid-nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: women’s “friendships” in Victorian Britain; the role of the new science of sexology in specifying various “sexual perversions”; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for “homosexual emancipation”; attempts to regulate and suppress “deviant” sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar “sex change” debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and recent debates about migrant queer identities in an increasingly multicultural Europe. The course will focus primarily on experiences in Britain, France, and Germany, but Italy and Russia will also be the focus of some meetings. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

Requirements/Evaluation: class discussion, the posting of four 500 word response papers, two 7- to 8-page interpretive essays, and a final research paper of 12- to 15-pages

Prerequisites: none
Enrollment Limit: 25
Enrollment Preferences: junior and senior History and Women's, Gender and Sexuality Studies majors
Expected Class Size: 12-20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 331 (D2) HIST 332 (D2)

Difference, Power, and Equity Notes: Queer Europe is a DPE course insofar as it explores the mechanisms by which sexual difference has been constituted, contested, and experienced and addresses how what we assume to be the “sexual norm” has a profoundly political history. It focuses on the means by which norms are created and enforced through the operations of power and on how those norms have been challenged and resisted by individuals who have come to understand themselves outside the normative categories of sexual selfhood.
Attributes: HIST Group C Electives - Europe and Russia

Not offered current academic year

WGSS 333 (F) The Nineteenth-Century British Novel

Cross-listings: WGSS 333 ENGL 333

Secondary Cross-listing

In nineteenth-century Britain, the novel took on the world. Shaking off its early disrepute, and taking advantage of growing literacy and innovations in production and distribution, it achieved in this period an unrivalled synthesis of mass appeal and aesthetic ambition. Its representational aspirations were breathtaking: attempting to comprehend in its pages the dizzying complexity of new social, political, and economic structures, as well as to delineate in finest detail the texture of individual lives and minds. In an age obsessed with the social, it engaged directly with the most compelling social issues of the day, including industrialization and the gap between rich and poor, the role of women, nationalism and imperialism, and more broadly, the very nature of historical change itself. But it did so, for the most part, by telling fine-grained stories of ordinary men and women, people
trying to make a living, worrying about their families and their neighbors, facing illness and death, and falling in--and sometimes out of--love. Since so many of these stories of everyday life are familiar as, we will work hard to focus on what is strange and specific about the fiction of the nineteenth century, while also recognizing the roots of much that is modern in our own culture. We will also take seriously their social ambitions, looking especially at the ways they formulate, promote, and contest their readers’ understanding of themselves as subjects and agents of an ongoing social history.

Requirements/Evaluation: flexible writing requirement includes options for short essays, journal, research paper and exam

Prerequisites: 100-level ENGL course, or a score of 5 on the AP English Literature Exam, or 6 or 7 on Higher Level IB English exam, or permission of instructor

Enrollment Limit: 25

Enrollment Preferences: English majors, Women's, Gender and Sexuality majors, Comparative Literature majors, seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 333 (D2) ENGL 333 (D1)

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01 Cancelled

WGSS 334 (F) Islam and Feminism

Cross-listings: REL 332 ARAB 332 WGSS 334

Secondary Cross-listing

This course examines the relationship between feminism and Islam, focusing particularly on Islamic feminist scholarship. We will take a genealogical approach to our study of Islamic feminism tracing the different discourses that have informed and shaped the field. The first part of the course will begin with a critical examination of orientalist and colonial representations of Muslim women as oppressed and in need of liberation. We will then explore Muslim responses so such critiques that were entwined with nationalist and independence movements. This historical backdrop is critical to understanding why the question of women and their rights and roles become crucial to Muslim self-understanding and Islamic reform. The second part of the course will focus on major intellectuals and thinkers who have influenced Islamic feminism. Finally, the last part of our course will explore the breadth of Islamic feminist literature, covering the following themes: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology.

Requirements/Evaluation: weekly responses, four 2- to 3-page essays

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion, Arabic Studies, Women's, Gender and Sexuality Studies, History majors

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 332 (D2) ARAB 332 (D2) WGSS 334 (D2)

Not offered current academic year

WGSS 337 (S) Race, Sex & Gender in Brazil (DPE)

Cross-listings: WGSS 337 ANTH 337

Primary Cross-listing

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and
contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: The seminar will include a mandatory spring break trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. These form the basis of their final research paper. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

Requirements/Evaluation: research paper and its various components, participation

Prerequisites: none

Enrollment Limit: 7

Enrollment Preferences: students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

Expected Class Size: 7

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: the cost of the spring break trip is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 337 (D2) ANTH 337 (D2)

Difference, Power, and Equity Notes: This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil.

Attributes: LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

WGSS 338  (S)  Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality  (WS)

Cross-listings: AMST 339  COMP 338  LATS 338  WGSS 338

Secondary Cross-listing

In this class we will investigate a wide variety of Latina/o/x popular musical forms, with particular attention to issues of gender, sexuality, and ethno-racial identity. Employing interdisciplinary materials and approaches, this course focuses on the sonic and visual analysis of contemporary Latina/o/x popular music and the identities of its producers, performers, and audiences. We will focus on the following questions, among others: How are hybrid Latina/o/x identities expressed through popular music and dance? In what ways do gender, sexuality, and ethno-racial identity inform the performance and interpretation of particular Latina/o musical forms? What unique role does sound play in our understanding of popular music and identity?

Requirements/Evaluation: class participation, one semester-long original research project conducted in stages

Prerequisites: prior courses in AMST, LATS, or WGSS; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 12

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

AMST 339 (D2) COMP 338 (D1) LATS 338 (D2) WGSS 338 (D2)

Writing Skills Notes: Students are required to complete a semester-long research paper in steps, each of which is evaluated and completed again as needed. These include an abstract (1-2 pages), annotated bibliography (2-5 pages), outline (2-7 pages), rough draft (2 at 6-10 pages), peer editing exercise, and final draft (10-12 pages). The intention is that students learn practical skills related to effective writing and to encourage them to engage
WGSS 339 (S) Stereotypes, Prejudice, and Discrimination

Cross-listings: WGSS 339 PSYC 341

Secondary Cross-listing

This course will examine social psychological theories and research that are relevant to the understanding of stereotypes, prejudice, and discrimination. We will take a variety of social psychological perspectives, emphasizing sociocultural, cognitive, personality, or motivational explanations. We will examine the impact that stereotypes and prejudice have on people’s perceptions of and behaviors toward particular groups or group members and will explore a variety of factors that tend to exacerbate or weaken this impact. We also will consider some of the sources of stereotypes, prejudice, and discrimination and some of the processes through which they are maintained, strengthened, or revised. In addition, we will examine some of the effects that stereotypes, prejudice, and discrimination can have on members of stereotyped groups, as well as some implications of the social psychological research findings for issues such as education and business and government policies. A major component of this course will be the examination of classic and ongoing empirical research.

Class Format: empirical lab course

Requirements/Evaluation: weekly brief papers, oral reports, two longer papers

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 339 (D2) PSYC 341 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses PSYC Area 4 - Social Psychology PSYC Empirical Lab Course TEAC Related Courses

Spring 2020

LEC Section: 01 R 1:00 pm - 4:00 pm Steven Fein

LAB Section: 02 M 1:00 pm - 4:00 pm Steven Fein

WGSS 340 (S) Elizabeth Bishop in the Americas (DPE)

Cross-listings: WGSS 340 COMP 342 ENGL 340 AMST 340

Secondary Cross-listing

Elizabeth Bishop has emerged as one of the most important poets of the 20th century. She is admired not only for her dazzling mastery of the craft but also her adventurous life as a world traveler. Her more than two decades living in Brazil and translating the culture and literature of that country for a North American audience, for instance, make her life and work a rich focal point for cross-cultural study. At the center of the course will be Bishop’s stunning meditations on childhood, memory, travel, lesbian sexuality, gender identity, ecology, and race and class in the U.S. and Brazil. We will look at how Bishop intertwines personal and global historical encounters in order to raise serious ethical questions about our shared history of conquest and sense of place in the Americas from the 16th century to the Cold War period of the twentieth. What is ultimately at stake in our claiming of a “home”? We also read a number of the writers in North and South America who were closely connected to Bishop, from Robert Lowell and Ernest Hemingway in North America, to Pablo Neruda and Clarice Lispector in South America. Ultimately, we study how craft, poetic process, and an ethical eye on the world can open up the study of poetry and poetics in the 21st century.

Class Format: three hours per week, in addition to small group discussion and archival research

Requirements/Evaluation: two short papers of 4-5 pages, one longer critical research paper of 10-12 pages, three to four discussion posts (300-500
**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 25

**Enrollment Preferences:** English, Comparative Literature, Women's, Gender, and Sexuality Studies, American Studies majors

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 340 (D2) COMP 342 (D1) ENGL 340 (D1) AMST 340 (D2)

**Difference, Power, and Equity Notes:** This course employs critical tools (case studies, translation theory, archival research, poetics, close reading, comparative approaches, postcolonial theory) to help students question and articulate the way that social injustice, such as racial inequality, poverty, and colonial conquest, shapes national and individual identities. Students will learn how to articulate how our aesthetic and cultural products also serve to shape these identities but also can challenge the dominant power structures.

**Attributes:** AMST Critical and Cultural Theory Electives  ENGL Criticism Courses  ENGL Literary Histories C

Spring 2020

SEM Section: 01  TF 1:10 pm - 2:25 pm  Bethany Hicok

**WGSS 341 (F)  Cinematic Representations of Work and Migration after the Wall**

**Cross-listings:** WGSS 341  COMP 341

**Secondary Cross-listing**

The increased flow of migrants from East to West and from South to North into the center of Europe and the simultaneous tightening of restrictions against illegal migration have brought to the forefront issues of labour, gender, and precarity, citizenship and cultural belonging. We will analyze feature films and documentaries that trace the changing face of work and migration, with an emphasis on flows from countries the former east bloc and Africa to Europe. We will discuss negative effects of globalized capitalism, such as the monetization of feeling and personal relations (Harvey), the concept of intensification and the disembodied state (Nealon and Foucault), but also ask what new opportunities might arise, and for which groups. We will study the depiction of manual labour, illegal migration, women as caregivers, Internet marriage, sex work, and the migrant as a raced and othered body. Theory by Dina Iordanova and William Brown, Ewa Mazierska, Sandro Mezzadra and Brett Neilson, Jeffrey Nealon, Lara Águstin, Angela Melitopoulos, Lauren Berlant and Mieke Bal. Films will likely include: *Illegal*, *Working Man's Death*, *NordSud.com*, *Lichter* (Lights), *Code Unknown*, *The Flower Bridge*, *Occident*, *Since Otar Left*, *Losers and Winners*, *Whore's Glory*, *Le Havre* and *Time Out*.

**Requirements/Evaluation:** active class participation, two short papers, an oral presentation, and a final paper

**Prerequisites:** a 200-level ENGL or COMP course, or permission of instructor

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature and Women's Gender & Sexuality majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D1)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 341 (D2) COMP 341 (D1)

**Attributes:** FMST Core Courses

Not offered current academic year

**WGSS 342 (S)  American Genders, American Sexualities**

**Cross-listings:** AMST 341  WGSS 342  ENGL 341

**Secondary Cross-listing**

This course investigates how sexual identities, desires, and acts are represented and reproduced in American literary and popular culture. Focusing
on two culturally rich periods--roughly 1880-1940 (when the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), and the contemporary context of the "postmodern" 21-century--we will explore what it means to read and theorize "queerly." Among the questions we will ask: What counts as "sex" or "sexual identity" in a text? Are there definably lesbian, gay, bisexual, queer or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be such a powerful and sometimes powerfully contested concept? We will also explore what impact particular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonds, Hughes, James, Larsen, Lorde, Muñoz, Rich, Rodriguez, Sedgwick, and Stein, and as well as screenings of contemporary videos and films.

Class Format: discussion/seminar
Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper
Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam
Enrollment Limit: 25
Enrollment Preferences: English majors and/or students interested in WGSS
Expected Class Size: 25
Grading: yes pass/fail option, yes fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 341 (D2) WGSS 342 (D2) ENGL 341 (D1)
Attributes: AMST Arts in Context Electives AMST Critical and Cultural Theory Electives ENGL post-1900 Courses ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

WGSS 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation
Cross-listings: AFR 343 INTR 343 WGSS 343 AMST 343
Secondary Cross-listing
This tutorial examines representations of and resistance to racial-sexual violence in American society, from colonial America to contemporary US culture. Interdisciplinary texts cover history, politics, literature, film, feminist studies, American studies, lgbtq and ethnic/black studies. Books include Southern Horrors; Intimate Matters; Scenes of Subjection; Trauma and Recovery; The Delectable Negro; At the Dark End of the Street; films include Birth of a Nation; Bush Mama; To Kill a Mockingbird. The primary focus is on racial and sexual vulnerability to violence and mobilization for freedom from the 18th-21st centuries.

Class Format: students provide primary and response papers and discuss their analyses and theories of social and interpersonal violence
Requirements/Evaluation: weekly primary and response papers
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: preference given to juniors and seniors
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
AFR 343 (D2) INTR 343 (D2) WGSS 343 (D2) AMST 343 (D2)
Attributes: AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020
TUT Section: T1 Cancelled

WGSS 344 (F) Sex, Money, Power, and the Bible (DPE) (WS)
**Cross-listings:** WGSS 344  REL 344

**Secondary Cross-listing**

Some of the most destructive and constructive endeavors and experiences throughout human history have to do with sex, money, and power. Religion has created conditions for not only subordination but also the possibilities for liberation. In this course we will explore how our readings of the Bible figure and reconfigure our understandings and practices of sex, money, and power in both helpful and harming ways. This course presupposes no specific work in the Bible or in studies of sexuality or the economy.

**Class Format:** discussion

**Requirements/Evaluation:** one final paper (10 pages), three short papers (five pages each), weekly reflections (1000 words), facilitation of one class discussion, attendance and participation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, juniors, seniors, and majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 344 (D2) REL 344 (D2)

**Writing Skills Notes:** Weekly (1000 words) papers to be graded P/F; three letter-graded papers (five pages each), and one final paper (10 pages). Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Difference, Power, and Equity Notes:** DPE themes are central to this course, given how most societies discriminate on the basis of sex, sexual practice, money, power, and, yes, religion.

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**Fall 2019**

**SEM Section: 01**  W 1:10 pm - 3:50 pm  Tat-siong B. Liew

**WGSS 345  (S) Shakespeare's Women**

**Cross-listings:** WGSS 345  ENGL 345

**Secondary Cross-listing**

Shakespeare's plays portray a remarkably wide range of female characters from serving women to queens, from innocent, subservient young women to powerful authoritative adults. His plays explore female friendships, parents and children, love affairs and marriages, male actors playing female roles and female characters playing male roles. Looking closely at five plays--*Twelfth Night*, *Much Ado Nothing*, *Hamlet*, *Macbeth*, *Antony and Cleopatra*--we will examine the ways in which attitudes toward female stereotypes, sexuality, gender, subjectivity, social norms and performance evolve as Shakespeare's poetic style and dramatic technique mature, and the genre shifts from comedy to tragedy.

**Class Format:** tutorial

**Requirements/Evaluation:** active engagement in tutorial sessions, five 4- to 5-page papers, and five 1- to 2-page responses

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors and prospective majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 345 (D2) ENGL 345 (D1)

**Attributes:** ENGL Literary Histories A

**Not offered current academic year**
In this course we will examine the various ways scholars and filmmakers have used ethnography as a critical tool for understanding the intersections of race, place, space, gender and sexuality. We will foreground studies that examine unfamiliar sites of Black struggle, resistance, and survival. We will examine Black gender variant and sexual minorities and how they produce, reproduce and struggle for spaces and places of desire, community, pleasure, love, and loss. We will explore these stories through primarily ethnographic modalities. We will discuss the political and ethical ramifications of these ethnographic narratives paying particular attention to the usefulness and limitations of both 'Thin' and 'Thick' descriptions. We will use ethnography to center debates regarding the politics of representation of racialized queer space, place, and people through both filmic and written accounts. All students will be asked to discover and develop their ethnographic voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation: facilitated class discussion; weekly critical response papers; creative projects

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: WGSS majors; students may be asked to write a short statement of interest in the event of over-enrollment

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 337 (D2) WGSS 346 (D2) AMST 337 (D2)

Difference, Power, and Equity Notes: Course directly discusses structural oppression, forms of inequality, and social redress through the intersecting matrices of race, gender, sexuality and other ontological forms.

Attributes: FMST Core Courses WGSS Racial Sexual + Cultural Diversity Courses

Spring 2020

SEM Section: 01 Cancelled

In this seminar, we will together learn to be "animal critics." We will explore ways in which human groups and interests, particularly in the United States, have both attached and divorced themselves from other animals, considering such axes as gender, race, ability, and sexuality as key definitional foils for human engagements with animality. What are the "uses" of "animals" for "us," and precisely who is this "us"? How and when are some willing to see themselves as animal--indeed, under what political conditions do they embrace it? What is the history of unique, often asymmetric, interdependencies between human animals and nonhuman animals? How do actual lives of humans and non-human animals merge and clash with the rhetorics and visualities of human animality? We will examine both "everyday" animality and the forms of animality that stand out only today in retrospect, in their exceptionality, or upon reflecting on structures of privilege. We will build a critical animal studies vocabulary from a range of readings in science, philosophy, art, feminism, indigenous studies, critical race, geography, fiction, film, rhetoric, history, activist movements, disability studies, postcolonial studies, and examine both visual and narrative cultural production.

Requirements/Evaluation: individual research project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors, Art History majors, English majors, Environmental Studies majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: Human/animal intersections are analysed with special attention to axes of gender, race, ability and sexuality.

Not offered current academic year

WGSS 352  (S) Mystic Spirituality in Black Women's Social Justice Activism: Brazil-USA

Cross-listings: REL 352  WGSS 352  AFR 352

Secondary Cross-listing

This course examines the meanings and manifestations of mystic spirituality in the lives and work of selected Black women artists/activists in the USA and Brazil. The writings of Lucille Clifton (poet), Rosemarie Freeney Harding (activist and counselor) and Makota Valdina Pinto (activist and Candomblé ritual elder) are key texts for our exploration of the uses of mystic sensibilities and Afro-Atlantic ritual traditions--such as dreams and visions, prayer, divination, sacred dance, healing rites and other forms of unmediated intimate encounter with the sacred--as resources for creativity, community organizing, self-care and as aspects of political and social critique in African American and Afro-Brazilian contexts. The methodology of the course blends historical, literary and womanist approaches in an investigation of the conjunctures of spiritual practice and activism in the experience of women in the Afro-Atlantic diaspora.

Requirements/Evaluation: class participation, 2-3 short papers (5-7 pages) and a final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: AFR, REL, and WGSS concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 352 (D2) WGSS 352 (D2) AFR 352 (D2)

Not offered current academic year

WGSS 353  (S) The Brontës

Cross-listings: ENGL 353  WGSS 353

Secondary Cross-listing

Around 1845, three sisters in a remote town in Yorkshire effectively converted their father's humble parsonage into a family writers' colony. In 1846, each published her first novel--two of which would go on to become major classics. Within 8 years, all three sisters were dead, but by then they had produced seven of the most formally innovative, socially challenging, original and powerful works in English fiction. We will read them all, from Charlotte's best-selling love story, Jane Eyre, to the underrated Anne's brilliant and disturbing anatomy of an abusive marriage, The Tenant of Wildfell Hall, to Emily's singular masterpiece Wuthering Heights, as well as their poetry and selections from the voluminous fantasy fiction they created together as children. We will also read Elizabeth Gaskell's acclaimed 1857 Life of Charlotte Bronte, the first full-length biography of a woman novelist by a woman novelist, which began the process of making the Brontës the cult figures they remain today. Reading these works together in the bicentennial year of Anne's birth, we will consider how their shared efforts helped all three sisters to push through boundaries few other women writers had dared to challenge. In a similar spirit of collaboration, we will mix critical and creative writing in our responses to these works.

Requirements/Evaluation: discussion, two critical essays and two short creative pieces

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: none

Enrollment Preferences: English majors, WGSS majors, seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 353 (D1) WGSS 353 (D2)
WGSS 355 (S) Asexuality and Other Absences

Cross-listings: ENGL 355  WGSS 355

Secondary Cross-listing

What is asexuality? The asexual individual is commonly defined as "one who does not experience sexual attraction" but, under examination, this keyword quickly gives way a growing body of meanings, feelings, affiliations, and associations. How might asexuality transform or expand our understandings of sexuality, desire, romance, legibility, health, and violence? This seminar will explore the emergent field of asexuality studies while examining various kinds of sexual and romantic absences in contemporary fiction, film, and new media with particular attention to race and disability. How might asexuality disrupt or reify our conceptions of these terms of embodiment?

Requirements/Evaluation: kindness and generosity; engaged classroom presence; online discussion; annotated bibliography; roundtable discussion; visual object analysis; comic memoir; final presentation

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: 25

Enrollment Preferences: ENGL and WGSS majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 355 (D1) WGSS 355 (D2)

Attributes: ENGL Literary Histories C

Spring 2020

SEM Section: 01    TF 2:35 pm - 3:50 pm    Alison A. Case

WGSS 368 (F) Arab Women Writers: Remapping Urban Narratives

Cross-listings: COMP 368  WGSS 368  ARAB 368

Secondary Cross-listing

In "The Lover of Blue Writing above the Sea," (1995) a poem written to console a lover after the death of his beloved, Syrian poet, Ghada al-Samman, pens: "If you are sad and burn the edge of my book/I shall come to you/like the genie in my grandmother's Damascene stories..." As these lines imply, the fantastic grandmother's Damascene stories have the power to equally amend broken hearts and restore memories of loss. In this course, we will adopt "the grandmother's Damascene stories" as a conceptual metaphor that guides our line inquiry into the intersection of Arab women's narrative and the city. We will read novels and short stories by Arab women writers about cities and capitals in the Arab world and the diaspora. The goal of this course is not only to familiarize students with prominent Arab women novelists, such as Hoda Barakat, Radwa Ashur, Liana Badr, Raja'a Alem, Alia Mamdouh, and Ahlam Mosteghanemi, among others, but also to introduce them to the literary and visual cartography of Beirut, Granada (via Cairo), Ramallah, Mecca, Baghdad, and Constantine, respectively. We will also read short stories about other cities in the world, such as New York, Paris, London, Buenos Aires and Tokyo among other world metropolises. Questions we will address include: How does the city appear as a protagonist? How do Arab women novelists represent nationhood, modernity, memory, love, war, sexuality and religion, among other themes, in their construction of urban narratives? How do these narratives map an Arab feminist metropolis? How do Arab women writers represent cities beyond the Arab world? To answer these questions, we will also look at Arab women's blogs and watch films that focus on the city as a site for spatial articulation of national histories, popular revolutions, and feminist public spheres.

Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), a final performance project, and a final paper (7-10 pages)
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Arabic Studies majors and Comparative Literature majors
Expected Class Size: 15
Grading: no pass/fail option, no fifth course option
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
COMP 368 (D1) WGSS 368 (D2) ARAB 368 (D1)
Attributes: GBST Middle Eastern Studies Electives
Not offered current academic year

WGSS 371  (F) Medicine, Pathology, and Power: An Ethnographic View  (DPE)
Cross-listings: WGSS 371 ANTH 371 STS 370
Secondary Cross-listing
How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as 'deep hanging out.' Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.
Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators
Expected Class Size: 19
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 371 (D2) ANTH 371 (D2) STS 370 (D2)
Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.
Attributes: EXPE Experiential Education Courses  PHLH Methods in Public Health

Fall 2019
SEM Section: 01  W 1:10 pm - 3:50 pm  Kim Gutschow

WGSS 376  (S) Sex, Gender, and the Law in U.S. History  (DPE)
This course explores how the law in America has defined and regulated gender and sexuality. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. We will examine how assumptions about gender and sexuality have informed the creation and
development of American law, contested interpretations of the Constitution, and the changing meanings of citizenship; We will consider how seemingly gender neutral laws have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others. Finally, we will examine the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three 4- to 6-page papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: History majors, Women's, Gender and Sexuality Studies majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)  (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it examines the legal, social, and political constructions and theorizations of difference, power, and equity. It examines the ways that individuals and groups have organized across various axes of difference to fight for legal equality, and explores how those individuals and groups have experienced legal equality and legal inequality in varied ways.

Attributes: HIST Group F Electives - U.S. + Canada  JLST Interdepartmental Electives

Spring 2020

SEM Section: 01   Cancelled

WGSS 377  (F)  Legacies of the Gothic Novel: Feminism and Horror in the Transatlantic World  (DPE)

Cross-listings: ENGL 377  WGSS 377  COMP 377

Secondary Cross-listing

Much maligned as a popular or "low" genre at its inception in the late eighteenth century, the gothic form has persisted in its popularity as well as crossed into "higher" forms of modernism, postmodernism, and postcolonialism. In this course, we will read key texts in the gothic mode-Frankenstein, Jane Eyre, and Wuthering Heights among others-and follow the ways in which they are revisited and rewritten by contemporary American and Caribbean writers, filmmakers, and artists. Particularly, we will examine how these texts subvert the realist leanings of Anglo-American narrative fiction and its assumptions of enlightenment rationalism by way of two main processes: narrative hypertrophy and feminist revisions of horror. The class will take up select contemporary criticism on the gothic and horror in literature, film, and art. This course will be of interest to students curious about feminism, postcolonialism, cultural criticism, horror, and comparative literature.

Requirements/Evaluation: presentation, paper plus revision, final research project

Prerequisites: one literature or related course

Enrollment Limit: 25

Enrollment Preferences: any student with relevant coursework in ENGL, COMP, or WGSS

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 377 (D1)  WGSS 377 (D2)  COMP 377 (D1)

Difference, Power, and Equity Notes: The course will follow the path of radical thinking and generic experimentation by feminist writers of the nineteenth century as they transform in an anti colonial, anti racist, and anti misogynist contexts. We will study power, hegemony, and resistance along axes of gender, race, state form, and literary craft.

Attributes: ENGL Literary Histories B

Fall 2019

SEM Section: 01   Cancelled
In *Black Feminist Thought* Patricia Hill Collins powerfully illustrates how "portraying African-American women as stereotypical mammys, matriarchs, welfare recipients, and hot mommas has been essential to the political economy of domination fostering Black women's oppression." This course explores how similar social constructions of race and womanhood have evolved in Latin American countries affected by slavery and colonialism. We begin by revisiting Collins' seminal text, as well as the work of other feminist scholars, as a starting point from which to deconstruct controlling images of Black women in Latin American nations. We will then explore clips from films, television series, advertisements, and comic strips to analyze different iterations of stereotypes and their impact on Afro-Latin American women's life chances. The second component of this course will engage with Black women's resistance throughout Latin America. We will engage songs, poetry, and empirical data on Black women's resistance to examine they how have and continue to challenge stereotypes, educate the public, and construct their own narratives of black womanhood.

**Requirements/Evaluation:** class participation, 2-3 short papers (5-7 pages), and a final paper (12-15 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** AFR concentrators

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 378 (D2) AFR 378 (D2)

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As slaves and free women, activists, domestics, artists and writers, African Americans have played exciting and often unexpected roles in U.S. political, social, and cultural history. In this course we will examine black women's lives from the earliest importation of slaves from Africa and the Caribbean through to the expansion of slavery, the Civil War, freedom, Jim Crow, the Civil Rights movements, and up to the present day. Consistent themes we will explore are the significance of gender in African American history and the changing roles and public perceptions of black women both inside and outside the black community. We will read and discuss a combination of primary and secondary sources; we will also consider music, art, and literature, as well as more standard "historical" texts.

**Class Format:** discussion

**Requirements/Evaluation:** student participation, three papers, and a brief oral presentation

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** History majors and Africana Studies concentrators

**Expected Class Size:** 15-20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 379 (D2) AFR 379 (D2) HIST 379 (D2)

**Attributes:** AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses
WGSS 380  (F)  Freedom Dreams, Afro-Futures & Visionary Fictions

Cross-listings:  AFR 380  AMST 380  ENGL 381  SCST 380  WGSS 380  STS 380

Primary Cross-listing

In this course we will examine the various ways Black scholars, artists, & writers use science fiction and visionary fiction to imagine freedom and new world orders. We will focus on the role of history, particularly slavery, in the Black radical imagination. "Freedom" is the keyword throughout the course. We will grapple with the various and sometimes conflicting meanings and uses of freedom as it relates to blackness, gender, sexuality, class and ability. We will explore multiple forms of scholarship and cultural productions, including film, music, novels, short-stories, art, poetry, and other academic texts. All students will be asked to discover and develop their writerly voices through various critical, creative, experimental and performative assignments.

Requirements/Evaluation:  active participation, completion of various short assignments, one 5-page paper and one 7- to 10-page final paper

Prerequisites:  none

Enrollment Limit:  20

Enrollment Preferences:  Women's, Gender and Sexuality Studies majors, then Africana Studies concentrators

Expected Class Size:  20

Grading:  no pass/fail option, yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 380 (D2) AMST 380 (D2) ENGL 381 (D2) SCST 380 (D2) WGSS 380 (D2) STS 380 (D2)

Attributes:  WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

WGSS 386  (S)  Latinas in the Global Economy: Work, Migration, and Households

Cross-listings:  LATS 386  HIST 386  WGSS 386

Secondary Cross-listing

An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs?

Class Format: discussion

Requirements/Evaluation:  class participation and group presentations, short writing assignments, two short essays, and a final paper that will be presented to the class

Prerequisites:  open to first-year students with instructor's permission

Enrollment Limit:  25

Expected Class Size:  15

Grading:  yes pass/fail option, yes fifth course option

Distributions:  (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 386 (D2) HIST 386 (D2) WGSS 386 (D2)

Attributes:  AMST Comp Studies in Race, Ethnicity, Diaspora  GBST Borders, Exiles + Diaspora Studies Electives  HIST Group D Electives - Latin America + Caribbean  HIST Group F Electives - U.S. + Canada  LATS Core Electives  WGSS Racial Sexual + Cultural Diversity Courses
WGSS 389 (F) Fiction of Virginia Woolf

Cross-listings: ENGL 389  WGSS 389

Secondary Cross-listing

"Let us record the atoms as they fall upon the mind in the order in which they fall, let us trace the pattern, however disconnected and incoherent in appearance, which each sight or incident scores upon the consciousness. Let us not take it for granted that life exists more fully in what is commonly thought big than in what is commonly thought small" ("Modern Fiction"). Virginia Woolf's fiction represents a self-conscious and highly experimental challenge to the conventions of Victorian and Edwardian fiction, in an effort to re-center the novel on lived experience. This course will explore the evolution of the innovative fictional forms by which she tried to bridge the gap between the experience of consciousness and its representation in language. We will also consider the links between Woolf's concern with in the fluidity of consciousness and her interest in gender fluidity and androgyny. We will read most of the major novels, probably including The Voyage Out, Jacob's Room, Mrs. Dalloway, To the Lighthouse, Orlando, The Waves, and Between the Acts, together with selected short fiction and critical essays.

Requirements/Evaluation: discussion, weekly journal, three 4- to 6-page essays

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam

Enrollment Limit: none

Enrollment Preferences: English majors, WGSS majors, seniors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 389 (D1) WGSS 389 (D2)

Attributes: ENGL Literary Histories C

Not offered current academic year

WGSS 401 (F) Senior Seminar: Rethinking the Public: the Arts Take on Neoliberalism (DPE)

Cross-listings: COMP 401  WGSS 401  GERM 401

Secondary Cross-listing

Western neoliberalism is a predatory excrescence of late capitalism that overvalues competition, transferring the laws of the market to human relationships. It deliberately creates instability not only in the economic sphere but, more generally, in the social collective by encouraging dangerous risk-taking, fomenting crises and cementing systemic inequity, while suggesting to those under its sway that they are corporate 'entrepreneurs of self.' This model of self-management also extends into the sphere of intimate relationships. Of course, because predatory neoliberalism heavily favors a white investor model and is premised on white norms, the racialized body is considered a priori subaltern and subservient. Humanistic and artistic approaches (while not per se immune or outside of neoliberal constraints) effectively polemicize against neoliberalism, and suggest practices that resist its technocratic mindset. Looking at literature, cinema, and critical theory from a range of regions and disciplines, we will focus on Europe and the United States. Moreover, we will ask how forms of neoliberalism affect different regions of the world: Southeast Asia, Russia? Where and how can solidarity be reimagined beyond identity politics? Where is the boundary between animal and human in the neoliberal collective?

Class Format: three hours per week

Requirements/Evaluation: three 3-page papers, a short oral presentation, a 15-page final paper

Prerequisites: 300-level course

Enrollment Limit: 25

Enrollment Preferences: Comparative Literature majors and advanced students in other fields with permission of instructor

Expected Class Size: 20

Grading: yes pass/fail option, no fifth course option

Materials/Lab Fee: course books and reader packet

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
**Difference, Power, and Equity Notes:** This course addresses the costs to exploited groups within the neoliberal marketplace. We will discuss theoretical sources from a variety of fields (sociology, economics, philosophy, gender studies) every week that render these forms of expulsion or dispossession explicit. Far from benefiting all, the privileging of self-interest and market relations leads to increased inequality and in turn provokes violent reactions: the birth of new forms of fascism, racism and religious fundamentalism.

**Fall 2019**

**SEM Section: 01  MR 1:10 pm - 2:25 pm  Helga Druxes**

**WGSS 408  (F)  Senior Seminar: Nineteenth-Century French Novel: Desperate Housewives and Extreme Makeovers**

**Cross-listings:  RLFR 412  WGSS 408**

**Secondary Cross-listing**

In 1834, Balzac wrote that “Paris is a veritable ocean. Sound it; you will never know its depth.” The same can be said of the French nineteenth-century novel and its boundless ability to echo the past and illuminate the present. From the Romanticism of Stendhal and Hugo, and the Realism of Balzac and Flaubert, to the Naturalism of Zola and Maupassant, the novel became a forum for examining illicit sexuality, institutional misogyny, social injustice, criminal passions, revolutionary struggles, and Parisian pleasures in nineteenth-century France. Characters such as the imprisoned housewife Emma Bovary, the reluctant revolutionary Jean Valjean, the social-climbing lover Julien Sorel, the ambitious undergraduate Rastignac, and the domestically-abused Gervaise became synonymous with France's turbulent social and political landscape from the 1830s to the 1880s. And as recent film adaptations make clear, these desperate housewives and extreme makeovers continue to haunt our twenty-first century present. Reinterpreted by such actors as Gérard Depardieu, Isabelle Huppert, Uma Thurman, Claire Danes, and Jennifer Aniston, the nineteenth-century novel continues to sound out the scandalous and sensational depths of our own century. Readings to include novels by Balzac, Stendhal, Hugo, Flaubert, Maupassant, Zola. Films to include adaptations by Clément, Berri, August, Artega, Lelouch, Chabrol. Conducted in French.

**Requirements/Evaluation:** active class participation, midterm exam, and two to three papers

**Prerequisites:** a 200-level or 300-level RLFR literature course at Williams; advanced coursework during study abroad; or by permission of the instructor

**Enrollment Limit:** 16

**Enrollment Preferences:** French majors and certificate students; Women's, Gender, and Sexuality Studies majors; Comparative Literature majors; and those with compelling justification for admission

**Expected Class Size:** 16

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

RLFR 412 (D1) WGSS 408 (D2)

**Fall 2019**

**SEM Section: 01  MW 11:00 am - 12:15 pm  Brian Martin**

**WGSS 409  (F)  Transnationalism and Difference: Comparative Perspectives**

**Cross-listings:  LATS 409  AMST 411  WGSS 409**

**Secondary Cross-listing**

In the age of satellite television, e-mail, and mobile applications such as WhatsApp and Skype, transnational living has rapidly emerged as the norm as opposed to the exception. However, what does it really mean to “be transnational”? How are the lived experiences of transnational individuals and communities shaped by categories of difference such as gender, ethno-racial identity, sexuality, and class? What impacts do the growing number of transnational citizens and residents in the U.S. have on our understanding of “American” identity in the local, national, and global contexts? In this interdisciplinary, comparative course we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the interplay of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes China, Colombia, the Dominican Republic, Haiti, Mexico, the Philippines, Puerto Rico, and Middle
East.

Requirements/Evaluation: student participation, an original 12-15 page research paper conducted in stages, and peer editing

Prerequisites: LATS 105, WGSS 101 or AMST 201; junior or senior standing

Enrollment Limit: 12

Enrollment Preferences: Latina/o Studies concentrators, Women's, Gender, and Sexuality Studies majors, and American Studies majors by seniority

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

LATS 409 (D2) AMST 411 (D2) WGSS 409 (D2)

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora ASAM Related Courses GBST Borders, Exiles + Diaspora Studies Electives LATS 400-level Seminars

Fall 2019

SEM Section: 01 TF 2:35 pm - 3:50 pm Maria Elena Cepeda

WGSS 411 (S) Advanced Readings and Research

This capstone readings and research seminar for WGSS majors will culminate in a substantial independent research project. In the first half of the semester, we will examine the disciplinary and interdisciplinary development of the field(s) of WGSS; read classic texts and examples of more recent scholarship representing a range of WGSS theories and methods; and explore a variety of methods and strategies for crafting research within the field of WGSS. In the second half of the semester, students will design and conduct their own WGSS-related research projects.

Requirements/Evaluation: weekly discussion questions, research proposal, substantial final research project, and oral presentation

Prerequisites: WGSS 101

Enrollment Limit: none

Enrollment Preferences: WGSS majors

Expected Class Size: 5

Grading: no pass/fail option, no fifth course option

Unit Notes: senior seminar

Distributions: (D2)

Not offered current academic year

WGSS 412 (S) Graphic Sex: Queer Ethnographic Writing

Cross-listings: WGSS 412 ANTH 412

Primary Cross-listing

This seminar examines recent and canonical work in queer anthropology, exploring how different cultures construct sexual and gender identities and subjectivities, and what happens when dominant paradigms such as the Euro-American LGBT model become enmeshed in globalization, late capitalism, and consumerism. We begin with a series of case studies highlighting alternative gender and sexual formations in various cultures around the world, emphasizing how these seemingly "authentic" local categories are themselves the products of historical shifts, colonial relations, and political economy. We also examine how these categories overlap, conflict with, subvert, or syncretize with the increasingly global category of "gay." In addition to reading queer ethnographies, we will also learn the methods required for doing ethnography ourselves, including interviewing techniques, participant observation, writing thick description, data analysis, and editing.

Requirements/Evaluation: ethnographic writing assignments (e.g., interviews, field notes, essays, etc.)

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Women's, Gender and Sexuality Studies majors and others with substantial background in Women's, Gender and Sexuality Studies or Anthropology and Sociology Studies; statements of interest will be solicited
Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Unit Notes: WGSS junior/senior seminar

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 412 (D2) ANTH 412 (D2)

Not offered current academic year

WGSS 413 (F) Feminist Technoscience (DPE)

Cross-listings: WGSS 413 STS 413

Secondary Cross-listing

Are Feminism and Science compatible commitments? What do these nouns mean when paired with one another, when capitalized (or not), when pluralized (or not), and when deployed by a range of authors in different disciplines? What features do they share as ethical, political, and epistemological practices? What have scientific feminism and feminist science looked like in print and in practice since the middle of the 20th century, and how have they shaped our present, 21st-century technoscientific culture? To address these questions, we will read a set of essays and academic articles that are connected by a trail of citations. We will begin with the editorial introduction to "Science Out of Feminist Theory," a 2017 special issue of Catalyst, and we will circle outward and backward to make sense of the terms and arguments we encounter there. We will read works of theory, like Donna Haraway's "Situated Knowledges," and research write-ups like Pat Treusch's "The Art of Failure in Robotics," and ethnographic work like Sophia Roosth's "Evolutionary Yarns in Seahorse Valley." While some of the readings will be set in advance, students will help shape the syllabus as we travel toward a better understanding of feminist technoscience's potentials and limitations at a time when technical change often outpaces careful consideration of its consequences.

Requirements/Evaluation: discussion participation; five response papers (~2 pages); mid-semester essay (8 pages); final essay (12-15 pages)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Science and Technology Studies concentrators

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 413 (D2) STS 413 (D2)

Difference, Power, and Equity Notes: Central to "Feminist Technoscience" is a recognition of and engagement with the historical under-privileging of women, women's work, and women's bodies in capital-S "Science" and in a wide range of other technoscientific practices. We will examine and elucidate several branches of feminist theory, We will also develop feminist accounts of contemporary technoscientific work, even as we critique a number of such accounts from the past several decades.

Attributes: STS Senior Seminars

 Fail 2019

SEM Section: 01  W 1:10 pm - 3:50 pm  Ezra D. Feldman

WGSS 416 (S) Senior Seminar: The Art of Minor Resistance: Advanced Readings in Race, Gender, Performance

Cross-listings: THEA 416 COMP 404 WGSS 416 ARTH 416

Primary Cross-listing

This seminar will study stagings and aesthetic theories of dissent in feminist, queer, anti-colonial, and anti-racist performance. An attunement to performance and to the minor is also a turn toward minoritarian knowledges and lifeworlds. Of interest will be modes of sensing and relating that are not often legible as political--including aesthetics of opacity, quiet, disaffection, aloofness, and inscrutability--but could be understood as critiques of political recognition. Performance is a capacious rubric in this class that will include performance art, social media, photography, music videos, poetry, street protest, and everyday life. Students will learn to describe, interpret, and theorize performance through discussion, writing, and creative form.
WGSS 453  (S)  Women, Gender, and Social Movements in U.S. History

Cross-listings: WGSS 453  HIST 453

Secondary Cross-listing

This seminar is devoted to researching and writing a substantial research paper on some aspect of U.S. women's or gender history, with a particular focus on social movements. Social movements organized around gender issues and identities have been significant sources of social and political change in U.S. History. Drawing on online archival collections of personal letters and diaries, published writings, organizational records, and oral histories, students will research an individual, social group, organization, event, or movement that invites them to explore that particular subject in depth, while also considering some of the following issues and questions: the different strategies, tactics, and ideologies used for organizing and movement building across the political spectrum; the ways that gender has united and divided grassroots movements; how and when it has been useful for women to act through women's groups versus other types of organizations; the ways that ethnicity, race, religion, and class have been resources for organizing and coalition building; how social movements have shaped and been shaped by larger political and economic developments; the ways that various gendered identities have served as both agents and objects of political and social change; and the relative importance of formally organized politics versus less formal strategies to effect political change.

Requirements/Evaluation: 20- to 25-page research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 453 (D2) HIST 453 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Not offered current academic year

WGSS 468  (S)  Practicum in Curating: Visual Art for a Garden

Cross-listings: WGSS 468  ARTH 468

Secondary Cross-listing

This course aims to develop the wide range of skills needed to realize an art exhibition in a botanical garden (specifically Marie Selby Botanical Gardens in Sarasota where the instructor is Curator at Large. The course responds to her charge to exhibit artists with 100% name recognition for the first five years of Selby's new "Living Museum" initiative which puts works of art in dialogue with botanicals. In the wake of shows devoted to Marc Chagall (2017), Andy Warhol (2018) and Paul Gauguin (forthcoming, 2019), each student will research and choose a non-male and/or non-white artist of some renown and construct an exhibition of works that might be possible to borrow. Course work includes 1) research on the artist and the
concept, the focal works of art, auxiliary objects that do not require climate control (e.g., photographs and other works on paper), social history and other methodological frameworks. 2) writing requests e.g., loans, rights; and 3) preparations for several of the following: press release, wall texts, wall labels, audio guide, and programming for the exhibition. The final project includes a 10-page synthetic research paper, written for a general audience, about the artist and their use of flowers as well as the projected installation of the climate-controlled gallery. Students may have the opportunity to participate in a WSP in situ in which they will experience all sectors of the museum, glass house, and gardens.

Class Format: this is a practicum so while it meets 3 hours/week as a seminar does, it is hands on in a different way (e.g., co-peer and one-on-one reviewing by me in class)

Requirements/Evaluation: in-class presentations of research (weekly or bi-weekly), a substantive annotated bibliography, several short writing assignments (e.g. letters, queries, reviews), reading and critiques of others’ work, in-class presentation of two drafts of the final paper and installation

Prerequisites: at least one 100-level course in ARTH

Enrollment Limit: 10

Enrollment Preferences: junior and senior art majors, especially those who have had either methods or a senior seminar and/or those with strong research, writing, and design skills

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: field trip expenses that may not be funded by the department (not to exceed $100)

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 468 (D1) ARTH 468 (D1)

Not offered current academic year

WGSS 491 (F) Honors Project: Women's & Gender Studies

Women's, Gender and Sexuality Studies honors project.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Kiaran Honderich

WGSS 492 (S) Honors Project: Women's & Gender Studies

Women's, Gender and Sexuality Studies honors project.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2020

HON Section: 01 TBA Kiaran Honderich

WGSS 493 (F) Senior Thesis: Women's & Gender Studies

Women's, Gender and Sexuality Studies senior thesis.

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2019

HON Section: 01 TBA Kiaran Honderich
Winter Study

WGSS 10  (W)  Inventing Joan of Arc: The History of a Hero(ine) in Pictures and Film
Cross-listings:  WGSS 10 ARTH 10

Secondary Cross-listing
Joan of Arc (known during her own lifetime most commonly as Jeanne "la Pucelle," or Joan "the Maid") was one of the most dynamic and yet enigmatic personalities of the European Middle Ages. Born into a peasant family in the French border province of Lorraine in 1412, she gained control of an army, won brilliant military victories, crowned a king, and was burnt at the stake as a heretic, all before her twentieth birthday. Triply marginalized by gender, age, and socio-economic status, she nonetheless managed to shake the Church and State establishments to their very core. But who was Joan of Arc? Nationalist martyr? Pioneer feminist? Champion of the people? Instrument of God's grace? Victim of post-traumatic stress disorder? Exemplary transgender warrior? Over the centuries since her death, artists--and not just politicians and scholars--have attempted to answer this question, creating myriad visions of la Pucelle under the influence of an ever-changing lens of contemporary tastes and concerns. Through readings and discussion, this course will survey the history of representations of Joan of Arc in painting, prints, sculpture, and film, from the time of her death to the present.

Requirements/Evaluation: 10-page project or comparable creative project
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: statement of interest
Grading: pass/fail only
Materials/Lab Fee: $10 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 10 ARTH 10

Winter 2020
LEC Section: 01   MWF 1:00 pm - 3:50 pm   Peter D. Low

WGSS 31  (W) Senior Thesis: Women's and Gender Studies
See description of Degree with Honors in Women's, Gender and Sexuality Studies.

Class Format: thesis
Grading:   pass/fail only

Winter 2020
HON Section: 01   TBA   Kiaran Honderich

WGSS 99  (W) Independent Study:Women's and Gender Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Grading:   pass/fail only

Winter 2020
IND Section: 01   TBA   Kiaran Honderich