

## WOMEN'S, GENDER AND SEXUALITY STUDIES (Div II)

Chair: Associate Professor Gregory Mitchell

### Advisory Committee

- Maria Elena Cepeda, Professor of Latina/o Studies; affiliated with: Latina/o Studies, Women, Gender & Sexuality Studies, American Studies
- Iyanna C. Hamby, Visiting Lecturer in Women's, Gender and Sexuality Studies
- Kieran Honderich, Lecturer in Women's, Gender and Sexuality Studies; affiliated with: Women, Gender & Sexuality Studies, Public Health
- Kathryn R. Kent, Professor of English & Chair of Women's, Gender and Sexuality Studies; affiliated with: English, Women, Gender & Sexuality Studies
- Abram J. Lewis, Visiting Assistant Professor of Women's, Gender and Sexuality Studies
- Gregory C. Mitchell, Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Women, Gender & Sexuality Studies, Anthropology & Sociology; on leave 2023-2024
- 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) (WS)**

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 lectures and seminars

**Requirements/Evaluation:** Participation during class and in online forums, weekly reading responses, two short essays with revisions, and a final research paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** WGSS majors and potential WGSS majors

**Expected Class Size:** 19

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

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

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

**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers.

**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:** WGSS Theory Courses

Fall 2023

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

SEM Section: 02 TR 9:55 am - 11:10 am Kiaran Honderich

SEM Section: 03 Cancelled

SEM Section: 04 TF 1:10 pm - 2:25 pm Iyanna C. Hamby

Spring 2024

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

SEM Section: 02 TR 8:30 am - 9:45 am Iyanna C. Hamby

### **WGSS 103 (F) Breeding Controversy: Technologies and Ideologies of Population Control (DPE)**

**Cross-listings:** STS 102

**Secondary Cross-listing**

What is "good breeding?" For whom is birth control "liberating?" This course traces the surprising ways that concepts of population growth and decline from the natural sciences come to inform social discourses on "overpopulation" in the twentieth and twenty-first centuries. Science and politics mix to decide: who should be able to reproduce--and, consequently, who might not be born--so that some may live more prosperously? By studying the history of eugenics movements, contraceptive technologies in the context of development, and the racialized cultures of reproductive medicine, we will analyze how scientific ways of thinking about human lives reflect and reproduce social inequities. We will use the tools of feminist technoscience studies to understand how science, culture, power, and politics intersect to create new technologies of "selection" that are far from natural. New literatures in critical race STS, black feminist thought, and critical theory will inform our discussions.

**Requirements/Evaluation:** Weekly paper or response and in-class debate.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Freshmen. If over-enrolled, students will submit a short paragraph stating their interest in the course.

**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:**

WGSS 103(D2) STS 102(D2)

**Difference, Power, and Equity Notes:** This course will demonstrate how scientific knowledges also reflect biases organized along lines of social difference, including race, gender, class and nation. Readings in critical race theory will give students a deeper appreciation of these issues.

**Attributes:** PHLH Reproductive, Maternal and Child Health

**Not offered current academic year**

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

**Cross-listings:** ENGL 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)

**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.

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Kathryn R. Kent

### **WGSS 111 (F) Television, Social Media, and Black Women 'Unscripted'**

**Cross-listings:** AFR 110

#### **Secondary Cross-listing**

Nene Leaks, Issa Rae, Zendaya, Oprah Winfrey, Lavern Cox and Joy Reid 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, podcast, vlogs, 10-page paper, and a formal class presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** First year Students

**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 111(D2) AFR 110(D2)

**Attributes:** AFR Core Electives AFR Culture, Performance, and Popular Technologies FMST Core Courses

Fall 2023

SEM Section: 01 Cancelled

### **WGSS 112 (F) Sex, Gender, Religion**

**Cross-listings:** REL 112

#### **Secondary Cross-listing**

The relationship between sex, gender, and religion is one that is hotly debated in our current political context. Many contemporary issues such as abortion, sexual identity, transgender rights are all informed by religious traditions. While religion is most often critiqued for its misogyny and homophobia, it also opens up unexpected possibilities for gender and sexual diversity. This course will consider both these paradoxes and contradictions in religious traditions and their engagement with gender and sexuality. The course will consider how religious traditions have shaped our current discourses on sexual and gender diversity, how religious tradition understand and interact with modern constructions of sexual and gender identity, and how religious queer communities imagine queer possibilities in conversation with their religious traditions. In exploring these topics, the course will cover global religious traditions both historically and in the contemporary.

**Requirements/Evaluation:** weekly responses, midterm essay, final project.

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** first years

**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:**

REL 112(D2) WGSS 112(D2)

Fall 2023

LEC Section: 01    Cancelled

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

**Cross-listings:** AMST 113 / ENGL 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:** two-three short analysis papers, creative (1-2 pages), Perusall, curated final project (archival exhibit and digital project), presentations

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first years

**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:**

AMST 113(D2) WGSS 113(D2) ENGL 113(D1)

**Writing Skills Notes:** Writing skills taught through a series of assignments evenly spaced throughout the semester: Perusall annotation, three four-to-five-page graded papers, one creative assignment, and a final digital research project (8-10-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 2023

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

**WGSS 115 (F) Latina Feminist Spiritualities (DPE) (WS)**

**Cross-listings:** LATS 115 / REL 115

**Secondary Cross-listing**

Self-proclaimed feminist activists, who hail from a variety of ethnic Latina/o/x/e (Latine) backgrounds, have often appealed to "ancestral" and "spiritual traditions" as integral to their activism and commitments. Some Latine feminists turned to "spiritual" traditions including brujería/witchcraft;

curanderismo and Indigenous healing traditions; Santería/Lukumí and other AfroDiasporic traditions; astrology; home altars; various "mystical" traditions such as Kabbalah and Sufism, as well as Christian mystics like Teresa of Avila or Sor Juana Inés de la Cruz. Others have turned to the appropriation of "Eastern" traditions such as yoga, Tibetan Buddhism, and Zen Buddhism. This course engages students in an intensive introduction to some of the varieties of Latine feminist thought and contexts, including how activists, writers, and artists think about women, gender, sexuality, race, class, colonialism, the earth, healing, and a better world. How do these feminists of different Latine backgrounds and contexts imagine a better world? How and why do they appeal to spiritual traditions as a source of wisdom, healing, and lived practice for a better world? In this course, we seek to understand both particular Latine feminist spiritual practices on their own terms, as well as why such writers and activists appeal to "the spiritual" in Latine contexts. We will also consider how they frame notions of "the spiritual" in relationship to notions of "the religious" and "the secular."

**Requirements/Evaluation:** Grading is based on 5-6 page papers written on alternating weeks and brief 1-2 page response papers shared on alternating weeks as well as participation and two paper revisions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Latina/o Studies concentrators, religion majors, first-year students interested in Latina/o Studies and/or religion

**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:**

LATS 115(D2) REL 115(D2) WGSS 115(D2)

**Writing Skills Notes:** Grading is based on alternating weeks writing a lead paper and other weeks writing a brief response paper. This course will require students to write regularly and revise two of their lead papers for grades.

**Difference, Power, and Equity Notes:** This course examines how Latine feminists have responded to a variety of differential power inequities, especially in terms of gender, sexuality, race, ethnicity, language, and class. It also considers the ways they have imagined better and more equitable worlds, and with what consequences they have done so.

**Attributes:** LATS Core Electives

Fall 2023

TUT Section: T1 Cancelled

## **WGSS 127 (F) Spring Grass: A Peek into Inequality in China (DPE) (WS)**

**Cross-listings:** ASIA 127 / CHIN 427

### **Secondary Cross-listing**

*Spring Grass* (*Chuncao*) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (*gaige kaifang*) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, and films depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (*nannü bu pingdeng*) and the urban/rural-gap (*chengxiang chabie*) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

**Requirements/Evaluation:** For all students, active participation in tutorial meetings and an online writing portfolio as the final project. For CHIN students, four 4- or 5-page tutorial papers and revisions in Chinese, four 2-page critiques. For ASIA/WGSS students, five 5-page tutorial papers in English, five 2-page critiques, one revised paper.

**Prerequisites:** For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

**Enrollment Limit:** 10

**Enrollment Preferences:** Enrollment priorities will be given to Chinese language learners who register under CHIN, and to freshmen and sophomores who register under ASST or WGSS.

**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:**

ASIA 127(D1) WGSS 127(D2) CHIN 427(D1)

**Writing Skills Notes:** Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' drafts and students are required to turn in revisions. At the end of the semester, students will compile an online writing portfolio to showcase their best works.

**Difference, Power, and Equity Notes:** The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Fall 2023

TUT Section: T1 TBA Li Yu

**WGSS 138 (F) Spectacular Sex** (DPE) (WS)

**Cross-listings:** ANTH 138

**Primary Cross-listing**

From Beyoncé's Coachella performance to Donald Trump's social media antics, 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; students will also select past papers to develop and rewrite as more formal essays

**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

**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 138(D2) ANTH 138(D2)

**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting



materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

**Difference, Power, and Equity Notes:** This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Not offered current academic year

### **WGSS 177 (S) Gender and Sexuality in Music (DPE)**

**Cross-listings:** 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 that 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, intermittent GLOW posts and short assignments (2 pgs or less), midterm project, and either a 12-page final paper or a project with supplementary paper (length to be determined in consultation with the instructor).

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

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS and MUSC majors/prospective majors

**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 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.

**Attributes:** MUS World Music/Ethnomusicology

Spring 2024

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

### **WGSS 200 (S) Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (DPE)**

**Cross-listings:** COMP 232

Secondary Cross-listing

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations--Iceland, Norway, Sweden, Denmark, and Finland--are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sámi people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Björk), glamour (Greta Garbo to Alicia Vikander), technology (Volvo to Nokia), design (IKEA to H&M), and activism (Alfred Nobel to Greta

Thunberg). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Høeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson, and Tomas Vinterberg. *All readings and discussions in English.*

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

**Prerequisites:** None.

**Enrollment Limit:** 16

**Enrollment Preferences:** Comparative Literature and Women's, Gender & Sexuality Studies majors, and those with compelling justification for admission.

**Expected Class Size:** 16

**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 232(D1) WGSS 200(D2)

**Difference, Power, and Equity Notes:** As the course description explains, this course centers on a critical examination of difference, power, and equity in modern Scandinavia. The content examines the effects of class, race, ethnicity, gender, and sexuality on social (in)equalities among citizens, institutions, communities, and identities. The course also employs critical tools to teach students how to interrogate Scandinavian diversity and modernity, through reading, film analysis, discussion, and writing.

**Attributes:** FMST Related Courses WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

## **WGSS 201 (F) War and Resistance: Two Centuries of War Literature in France (1800-2015) (DPE)**

**Cross-listings:** RLFR 202 / COMP 292

### **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 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 (of 3-5 pages each)

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

**Enrollment Limit:** 16

**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:** 16

**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:**

WGSS 201(D2) RLFR 202(D1) COMP 292(D1)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in French war literature and film. Through the study of war (as invasion and conquest, occupation and resistance, colonialism and genocide), the course thus challenges students to examine the effects of class, race, religion, ethnicity, gender, and sexuality in narratives on war and violence, and on survival and resistance.

Not offered current academic year

### **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:** Class participation, on-line discussion forum, two papers of around 5-7 pages.

**Prerequisites:** None. WGSS 101 may be helpful as background knowledge, but is not required.

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors, short statement of interest in case of over-enrollment

**Expected Class Size:** 19

**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 2023

SEM Section: 01 MR 2:35 pm - 3:50 pm Abram J. Lewis

Spring 2024

SEM Section: 01 Cancelled

### **WGSS 205 (S) Gender and Economics**

**Cross-listings:** ECON 203

**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., AFDC/TANF, parental leave, 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.

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

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Enrollment Preferences:** If overenrolled, students will be asked to submit short statement of interest.

**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 206 (S) Narrating Color: Black Women Sing and Write About Complexion**

**Cross-listings:** COMP 236 / AFR 202

#### **Secondary Cross-listing**

Colorism, skin color discrimination where light skin is privileged over dark skin, is not a new phenomenon, but globally entrenched in our society and one of the many vestiges of white supremacy. For Black Americans of all backgrounds, colorism is a familiar and a living legacy concretized by the institution of slavery in the Americas. Although some believe that we are "post-color," similarly to those that naively believe we are "post-race," one can look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn't protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison's, *The Origins of Others* (2017), Brit Bennett's, *The Vanishing Half* (2020), Tressie McMillian Cottom's, *Thick* (2019), Marita Golden's, *Don't Play in the Sun* (2004), Yaba Blay's, *One Drop: Shifting the Lens on Race* (2021), Nina Simone's, "Four Women" (1966) and "Young, Gifted and Black" (1958), Sara Martin's, "Mean Tight Mama" (1927), India.Arie's, "Brown Skin" (2001), Azealia Banks' "Liquorice" (2012), and Beyoncé's "Creole" (2012), "Formation" (2016) and "Brown Skin Girl" (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

**Requirements/Evaluation:** Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of songs that would serve as accompaniment to one of the texts from the class.

**Prerequisites:** N/A

**Enrollment Limit:** 10

**Enrollment Preferences:** This class is specifically designed for first year students. Sophomores can register only with advanced permission.

**Expected Class Size:** 8-10

**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(D1) AFR 202(D2) WGSS 206(D2)

**Attributes:** AFR Core Electives

Not offered current academic year

### **WGSS 207 (F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings**

**Cross-listings:** AFR 205

#### **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), and some of her non-fiction writings. 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.

**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:**

AFR 205(D2) WGSS 207(D2)

**Attributes:** AFR Core Electives AFR Theories, Methods, and Poetics AMST Arts in Context Electives

Fall 2023

TUT Section: T1 TBA VaNatta S. Ford

### **WGSS 208 (S) Designer Genes (DPE)**

**Cross-listings:** AMST 206 / ENGL 208 / STS 208

#### **Primary Cross-listing**

In this course, we explore cultural texts that attempt to come to terms with--or exploit--the revolution in contemporary genetics with a particular focus on gender, race, class, and sexuality. The mapping of the human genome in 2001 opened incredible opportunities for medicine, law, and society, but it also, as Alice Wexler has written, "opened a vast arena for contests of power over what it means to be human, who has the power to define what is normal, [and] who has access to what resources and when." Wexler was writing before the final sequencing of the human genome. Now we have CRISPR technology, ushering in a new, more pressing set of ethical concerns. We are currently in the midst of a "global race to genetically modify humans," as the anthropologist Eben Kirksey has documented in his new book *The Mutant Project*. How will we come to define the human? Who gets to decide? Our writers and filmmakers make clear that genetic medicine cannot be thought apart from a profit-driven American health care system or family and gender dynamics. Joanna Rudnick's documentary *In the Family*, for instance, explores the personal and political issues associated with hereditary breast cancer and the patenting of genes. Octavia Butler's Afro-futurist novel *Dawn* explores black female sexuality, reproduction, and the survival of the species in her character's encounter with a genetically enhanced alien species. The film *Gattaca* shows us a fully realized dystopian society where genetically modified humans are the norm--a society that now "has discrimination down to a science." The transgender artist Tamara Pertamina, on the other hand, "hopes to decolonize the science of genetic engineering," as Kirksey has written, with her performance artist projects. Our texts come from a number of different genres, including the memoir, science fiction, film, documentary, art, and non-fiction writing at the intersections of science, medicine, philosophy, anthropology, and law.

**Requirements/Evaluation:** Personal essay, short analysis papers, Perusall annotations, final research group project

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** Majors, concentrators, juniors and seniors

**Expected Class Size:** 25

**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 208(D2) AMST 206(D2) ENGL 208(D1) STS 208(D2)

**Difference, Power, and Equity Notes:** This course asks students to think deeply about questions of social justice in the context of the revolution in modern genetics. Race, class, gender, and sexuality all play a role in who has access to new life-saving technologies, and how these technologies are used. This course employs critical tools (feminist and queer theory, ethics' case studies, close reading) to help students question and articulate the social injustices at play in scientific research and bioengineering.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **WGSS 209 (F) Poverty in America**

**Cross-listings:** PSCI 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?

**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:** 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:**

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 211 (F) Gender in the Global Economy (DPE)**

**Cross-listings:** ECON 105

Primary Cross-listing

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in the Global South. The course will start by developing theoretical resources: these will include feminist critiques of economic theory, work on care labor and the shifting boundaries between markets, governments, households and the environment, and discussions of intersectionality and difference. Then we will discuss a series of interlinked issues which may include the contradictory effects of structural adjustment and its successors; the informal sector and global value chains; the economics of sex work and global sex trafficking; climate change; and migration. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for North/South alliances.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** reaction papers, research paper; participation in class discussion will count for part of the grade

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 12

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

**Unit Notes:** This course cannot count toward the ECON major.

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

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

ECON 105(D2) WGSS 211(D2)

**Difference, Power, and Equity Notes:** This course meets the DPE requirement because it asks students to reflect critically on issues of gender and economic power around the world in a comparative contextual framework.

**Attributes:** GBST Economic Development Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

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

**Cross-listings:** STS 213 / AFR 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) AFR 213(D2) WGSS 213(D2)

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

Not offered current academic year

### **WGSS 216 (F) Women Behaving Badly: Deviant Women in Early Modern French Literature (DPE)**

**Cross-listings:** RLFR 216

Secondary Cross-listing

Female deviance often implies resisting a dominant and oppressive patriarchal status quo embedded within cultural and historical backgrounds. This course explores female characters in early modern French literature who refuse to conform to established gender roles. Defying social constructs of femininity, through either judicious negotiations or more aggressive and violent behavior, is an important trope in the writings of both male and female authors of the seventeenth and eighteenth centuries. What constitutes deviant behavior, however, depends on social definitions of gender roles, which evolve over time. In this course, we will first examine women's place within the historical and socio-cultural context of the *Ancien Régime*, which will lead to an examination of female behavior censured during the seventeenth and eighteenth centuries. We will then reflect on how we, as modern readers, perceive such deviancy at it relates to the past. Finally, we will discuss the relevance of studying deviant women in light of current events, such as the #MeToo movement, which has led to a new level of consciousness and empathy for the plight of marginalized groups. Potential readings



to include Corneille's *Médée*, Madame de la Fayette's *Princesse de Clèves*, Laclos's *Liaisons dangereuses*, and Isabelle de Charrière's *Lettre à Mistriss Henley*.

**Requirements/Evaluation:** active class participation, one presentation (8-10 minutes), three to four papers (3-5 pages), and a longer final paper

**Prerequisites:** strong performance in RLFR 105; successful performance in RLFR 106; 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

**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:**

RLFR 216(D1) WGSS 216(D2)

**Difference, Power, and Equity Notes:** This course focuses on a critical examination of difference, power, and equity in early modern France. Through the study of deviant women, the course thus challenges students to examine the effects of class, race, ethnicity, gender, and sexuality in narratives on women, misogyny, and criminality.

Not offered current academic year

**WGSS 217 (S) Extreme Persuasions: The Far Right in the United States and Russia** (DPE) (WS)

**Cross-listings:** RUSS 218 / AMST 219

Secondary Cross-listing

The purpose of this course is to explore the unexpected recent confluence of the American and Russian far-right movements, among advocates for authoritarianism in both countries who have traditionally understood the 'other' superpower to be an implacable enemy. How have nationalist movements in the United States come to see the Russian Federation as a vanguard for 'whiteness' and traditional masculinity in European identity, overturning the perception of Russia as a racial Other that was prevalent among American conservatives during the Cold War? What are the affinities between the imperial and openly patriarchal aspirations of Putinism and the goals of American religious Reconstructionism, with its interpretation of the Confederacy as a God-given model for racial separatism and gender complementarianism? We will discuss repressive historical legacies and homophobia in both countries, devoting particular attention to debates about protest art and the removal of monuments, and to movements that situate themselves in opposition to neoliberal forms of ethno-nationalism.

**Requirements/Evaluation:** On average, there will be 100 pages of reading per week. Over the course of the semester, students will be required to view three films, which will be discussed in class. Class participation counts for 25% of the course grade; each of the first three response papers, 15%; the term paper, 25%; the in-class presentation of the term paper, 5%.

**Prerequisites:** None

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors and concentrators in AMST, Russian, and Women's and Gender Studies.

**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:**

RUSS 218(D1) AMST 219(D2) WGSS 217(D2)

**Writing Skills Notes:** The written work is comprised of three response papers (5-7 pages each), a rough draft of the term paper (8-10 pages) that will be ungraded but extensively commented upon, and the term paper itself (10-15 pages). Each student to discuss their writing strategies prior to the deadlines for the essay assignments. For the essays, students may choose from among a range of prompts, or design a topic of their own.

**Difference, Power, and Equity Notes:** Students will use the assigned readings as points of departure for analyzing and responding to traditionalist configurations of gender and ethno-nationalism in the United States and the Russian Federation. Particular attention will be devoted to the proliferation of different conceptions of power and privilege in both countries, and to ways in which a parsing of them may facilitate an engagement with the arguments of far right movements while retaining the concept of social justice.

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



Not offered current academic year

**WGSS 219 (F) Women and Girls in (Inter)National Politics (DPE)**

**Cross-listings:** AFR 217 / INTR 219 / AMST 217 / LEAD 219

**Secondary Cross-listing**

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**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:**

AFR 217(D2) INTR 219(D2) AMST 217(D2) WGSS 219(D2) LEAD 219(D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Not offered current academic year

**WGSS 222 (S) Women on the Verge**

**Cross-listings:** 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, newspapers and other media, 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, the transition to democracy, and the present day.

**Requirements/Evaluation:** This course is conducted entirely in Spanish.

**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:** (D2)

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

RLSP 220(D1) WGSS 222(D2)

Not offered current academic year

**WGSS 225 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)**

**Cross-listings:** ASIA 258 / REL 258 / ANTH 258

**Secondary Cross-listing**

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central

characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

**Requirements/Evaluation:** Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

**Prerequisites:** none, but a course in ANTH or REL is preferred

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, REL, WGSS majors and ASIA concentrators

**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:**

ASIA 258(D2) WGSS 225(D2) REL 258(D2) ANTH 258(D2)

**Writing Skills Notes:** We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

**Difference, Power, and Equity Notes:** We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023

TUT Section: T1 TBA Kim Gutschow

### **WGSS 226 (S) Gender and the Dancing Body (DPE)**

**Cross-listings:** AMST 226 / THEA 226 / DANC 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 ideologies. We will examine a wide range of dance genres, from stage performances 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 and may also include film screenings, discussions with guest artists, and opportunities for creative projects. No previous dance experience required.

**Requirements/Evaluation:** participation in discussions and presentations, reading responses, in-class writing assignments, essays, and a final cumulative essay.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**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(D2) WGSS 226(D2) THEA 226(D1) DANC 226(D1)

**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 2024

SEM Section: 01    WF 11:00 am - 12:15 pm    Munjulika R. Tarah

**WGSS 228 (F) Feminist Bioethics (WS)**

**Cross-listings:** 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 interactions with and within 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 PHILH, 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:**

STS 228(D2) WGSS 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    PHILH Bioethics + Interpretations of Health

Fall 2023

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

**WGSS 236 (S) Feminist Legal Theory (DPE)**

**Cross-listings:** PSCI 236

**Secondary Cross-listing**

What can a critical analysis of gender and sexuality bring to the study of law, constitutions, legal interpretation, and the task of judging? Well-known contributions by feminist theorists include the conceptualization and critique of anti-discrimination frameworks, the legal analysis of intersecting systems of social subordination (particularly gender, race, class, sexuality, disability), and the theorization of "new" categories of rights (e.g. sexuate rights). Accompanying these interventions in the legal field is a deep and sustained inquiry into the subject of law: Who can appear before the law as

the proper bearer of civil and human rights? What kinds of violations and deprivations can be recognized as harms in need of redress? Who gets to make these judgments, and according to what rules? While our examples will be drawn mainly from family law, the regulation of sex/reproduction, and workplace discrimination, the main task of this course will be to deepen our understanding of how the subject of law is constituted. Illustrative cases to aid our inquiry will be drawn primarily from the USA and Canada, with additional examples from India, South Africa, and possibly European law. Theorists we read will represent many kinds of feminist work that intersect with the legal field, including academic studies in political theory, philosophy, and cultural theory, along with contributions from community organizers engaged in anti-violence work and social justice advocacy.

**Requirements/Evaluation:** One oral presentation; three 6-8 page papers; regular class participation.

**Prerequisites:** None.

**Enrollment Limit:** 25

**Enrollment Preferences:** Preference will be given to PSCI and WGSS majors and JLST concentrators.

**Expected Class Size:** 25

**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:**

WGSS 236(D2) PSCI 236(D2)

**Difference, Power, and Equity Notes:** The course analyzes the relationship between the legal system and social distributions of power, focusing on the way that inequalities based on gender, race, class and other forms of social stratification either enhance or limit individuals' access to legal protection and legal remedies.

**Attributes:** JLST Interdepartmental Electives PSCI Political Theory Courses

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Nimu Njoya

### **WGSS 239 (F) History of Sexuality**

**Cross-listings:** HIST 292 / REL 241 / GBST 241

#### **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, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

**Requirements/Evaluation:** reading responses, two essays, and final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

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

HIST 292(D2) WGSS 239(D2) REL 241(D2) GBST 241(D2)

**Attributes:** HIST Group G Electives - Global History

**Not offered current academic year**

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

**Cross-listings:** 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

**Enrollment Limit:** 10

**Enrollment Preferences:** majors or intended majors in Classics, WGSS, and Comparative Literature

**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:**

CLAS 241(D1) COMP 241(D1) WGSS 241(D2)

Spring 2024

TUT Section: T1 Cancelled

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

**Cross-listings:** ARAB 242 / REL 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

**Enrollment Limit:** 19

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

**Expected Class Size:** 14

**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:**

ARAB 242(D2) WGSS 242(D2) REL 242(D2)

**Difference, Power, and Equity Notes:** This course explores the relationship between gender, authority, and civilizational discourse. To that end, the course will explore: 1) how assumptions about gender shaped the legal and Quranic exegetical tradition and Muslim feminist critiques. 2) The construction of the oppressed Muslim woman in justifying military invasion and nationalistic rhetoric. This course will introduce students to critical tools in decolonial feminism and the relationship between gender and power.

Not offered current academic year

### **WGSS 243 (F) Islamic Law: Past and Present**

**Cross-listings:** 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.

**Requirements/Evaluation:** weekly responses, midterm essay, final essay

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** majors

**Expected Class Size:** 17

**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 243(D2) ARAB 243(D2) HIST 302(D2) REL 243(D2)

**Attributes:** HIST Group B Electives - Asia HIST Group E Electives - Middle East HIST Group P Electives - Premodern JLST Interdepartmental Electives

Fall 2023

SEM Section: 01 Cancelled

### **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.

Fall 2023

TUT Section: T1 TBA Kiaran Honderich

### **WGSS 250 (F) Feminist Theatres: A Global Perspective (DPE) (WS)**

**Cross-listings:** THEA 250 / ENGL 253 / COMP 247

#### **Secondary Cross-listing**

What makes a work of theatre "feminist"? How do plays and performances across global networks engage with different models of feminism: liberal, radical, materialist, and intersectional? Why has feminism mattered to theatre-makers of the past? Should it still matter now? If so, what forms might future feminist theatres take? In this tutorial course, students will work in pairs to examine the social and political relation of feminism to the art and practice of theatre. Taking a global and comparative perspective on the subject, we will focus on the intersectionalities of gender, race, class, ethnicity, nationality, and sexual identity in the production of feminist-driven theatrical practices. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Lisa Kron, Arethusa Speaks, Maya Krishna Rao, Tracie Chima Utoh-Ezeajugh, Alexis Scheer, Tori Sampson, Clare Barron, and others. Close analysis of source material will be informed by critical and autobiographical writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students taking turns presenting or responding to their peer every other week; for their presentations, students will write a 5-page paper or, in up to two cases if they choose, offer their argumentation through more performance-driven methods (such as an oral argument, spoken-word monologue, or activist prompt).

**Requirements/Evaluation:** students will meet with instructor in pairs for an hour each week; every other week they will be responsible for sharing either a 5-page paper or, if they choose, in up to two cases, a more performance-driven presentation, such as: an oral argument, spoken-word monologue, or activist prompt (five presentations/papers in all). They will comment on / respond to their partner's papers/presentations in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and written and oral communication.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** THEA majors; WGSS majors; ENGL majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

**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 250(D2) THEA 250(D1) ENGL 253(D1) COMP 247(D1)

**Writing Skills Notes:** This course fulfills the writing skills requirement by engaging students in the active and creative process of critical writing, based on the notion that "writing is thinking, not thinking written down." Emphasis will be given to crafting and developing an argument, clarifying prose, selecting evidence, gaining authority, and incorporating theoretical ideas into an essay. We will also focus on the performance and presentation of



written arguments.

**Difference, Power, and Equity Notes:** This tutorial examines intersections between gender, race, sexuality, class, nationality, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Fall 2023

TUT Section: T1 TBA Amy S. Holzapfel

**WGSS 251 (F) Arab Women Memoirs: Writing Feminist History (DPE) (WS)**

**Cross-listings:** COMP 252 / ARAB 252

**Secondary Cross-listing**

This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Radwa Ashour (*The Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Assia Djebar (*Fantasia*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.

**Requirements/Evaluation:** students will write the following: three response papers (2-3 pages), at least 6 journal entries (300 words per entry) and a final analytical research essay (7-10 pages). They will have a final performance project.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Arabic Studies majors

**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:**

COMP 252(D1) WGSS 251(D2) ARAB 252(D1)

**Writing Skills Notes:** In addition to writing several short papers, a final research paper, a reflection on their final performance project, students will write six journals. The combination of research writing, personal reflection echoes the creative non-fiction genre of the course. It also provides students with the opportunity to reflect on forms of history/memory writing.

**Difference, Power, and Equity Notes:** Gender inequality, sexism, and the intersection of colonialism, nationalism and capitalism are the heart of this course. The memoirs of Arab women writers from the late 19th century to the present continue to depict the history of women's movement and the struggle for women's rights in the Arab-speaking world while addressing the different hierarchies of power and domination that regulate them to second class citizens. Students will learn DPE vocabulary and critical terminology.

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

**Not offered current academic year**

**WGSS 255 (S) "Illness" in Modern and Contemporary Chinese Literature and Culture (DPE)**

**Cross-listings:** COMP 254 / CHIN 253

**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, "illnesses" 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 illnesses, from tuberculosis to AIDS to the Novel Coronavirus, 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 "illness"--a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "illness"; the relationship between illness on the one hand, and the politics of body, gender, and class on the other; we ask how infectious 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 "illness" such as infectious cannibalism and fin-de-siècle "viruses," 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). 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:** All regular course meetings will be conducted in person.

**Requirements/Evaluation:** Evaluation will be based on 1) ACTIVE in-class discussion; 2) Publishing GLOW Discussion posts based on reading (Graded as Complete or Incomplete); 3) three short papers (3-5 pages); 4) the final project (including an abstract, a presentation, and a paper or other form of project).

**Prerequisites:** None; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

**Enrollment Limit:** 20

**Enrollment Preferences:** Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Comp majors; Asian Studies Concentration; WSGG majors; and then to first-year students

**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:**

COMP 254(D1) CHIN 253(D1) WGSS 255(D2)

**Difference, Power, and Equity Notes:** This course provides students with the opportunity to analyze the shaping of social stigma as well as the dynamics of unequal power by means of closely reading "illness" in 20th and 21st century China. We will exam how "illness" is sometimes gendered and politicized; how "illness", in other times, empowers individuals and bonds underrepresented minorities. Illness, as a seemingly universal human experience, tells diverse stories of (in)difference, (dis)power, and (un)equity.

**Attributes:** PHLH Bioethics + Interpretations of Health

Not offered current academic year

**WGSS 260 (F) Power, Feminist-Style (DPE) (WS)**

**Cross-listings:** 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:**

PSCI 260(D2) WGSS 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

Not offered current academic year

### **WGSS 262 (F) Indigenous Feminisms (DPE)**

**Cross-listings:** AMST 260

Secondary Cross-listing

Indigenous women, Two Spirit and trans people have always stood on the frontlines of decolonization struggles in the Americas, from treaty negotiations to self defense against settler invasion, to the Standing Rock Sioux struggle against the Dakota Access Pipeline, to creating independent databases and mutual support networks amongst the loved ones of Missing and Murdered Indigenous Women, Girls, Trans and Two Spirit people. This course maps out some of the intellectual and political interventions of Indigenous feminists in analyzing and struggling against genocide, heteropatriarchy, conquest and racial capitalism in settler states like the US and Canada. This course will focus on how Indigenous women, Two Spirit and trans people have analyzed and struggled against the imposition of colonial constructs of gender and sexuality that mark Indigenous lives and lands as sites of extraction. It will examine how carceral regimes of control produced by the intertwined histories of conquest and Transatlantic slavery have been imposed upon Indigenous lives through the child protection system and the prison industrial complex. Students will be invited to consider how Indigenous feminist practices 'make a future' (Brant 1981) against and beyond the settler state. This course aims to familiarize students with historical and contemporary Indigenous feminist works, as well as provide an overview of Indigenous feminist political formations, poetry, fiction, and making practices. Pedagogically, this course will also facilitate the development and sharpening of skills in social analysis, writing and argumentation.

**Requirements/Evaluation:** Three one page reading responses, 30%; One two-page critical peer response 10%; One Final paper, 50%; Course participation and attendance 10%

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** American Studies majors or potential majors have first preference, WGSS majors have next priority.

**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:**

AMST 260(D2) WGSS 262(D2)

**Difference, Power, and Equity Notes:** This course has as its core mission -- both in subject matter and in pedagogical approaches -- the exploration of difference, power and equity.

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

Not offered current academic year

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

**Cross-listings:** AMST 283 / AFR 283 / ENGL 286

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:**

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

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

Not offered current academic year

## **WGSS 284 (S) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)**

**Cross-listings:** ARTH 218 / REL 284

### **Secondary Cross-listing**

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans--a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects--an embroidery, a building, and a book--give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

**Requirements/Evaluation:** Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** First years and sophomores, but open to all.

**Expected Class Size:** 10

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

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

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

WGSS 284(D2) ARTH 218(D1) REL 284(D2)

**Writing Skills Notes:** In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

**Attributes:** ARTH pre-1800

Not offered current academic year

### **WGSS 290 (F) Perversity & Play: Embodying Black Feminist Methods in Contemporary Visual Art & Performance (DPE)**

**Cross-listings:** AFR 290 / THEA 281

#### **Primary Cross-listing**

What critical interpretations can we conceive in examination of emerging Black femme artists who reclaim their bodily autonomies as "mother f\*\* monsters," reassert their "WAP(s)" as new materialist methods, reembody Harriet Tubman as she leads an army of "Bad b\*\*," and subvert derogatory archetypes i.e., "mammy," "sapphire" or "venus." In this class we will survey an introduction to the field of Black Feminist studies through this lens of perversity and play. The subject of perversity points to a violent history of misrepresentation where stereotypes anchored and mobilized perceptions of Black womanhood while the notion of play offers an analysis that shows how contemporary Black women employ/perform diversions to these limiting categories of race, gender and sexuality. Students will examine the foundational scholarship from the works of Audre Lorde, Saidiya Hartman, Hortense Spillers, and Katherine McKittrick (just to name a few). Moreover, an engagement of Black feminist studies will enable students to examine the social and geographic organizations of Black femme bodies on a global scale. By centering Black feminist methods with decolonial praxis, we will disassemble a limiting American grammar that imposes Black women to positions of hyper-visibility and absence.

**Requirements/Evaluation:** 20%Free Writes/ Weekly Reflections; 25% Short Presentation: Discussion Leader; 20% Paper 1; 25% Paper 2; 10% Participation

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference to WGSS majors as well as those cross listed in Africana Studies and Theatre Departments. These enrollment preferences are made to consider students who have specialized interests in these disciplines given the course being advanced

**Expected Class Size:** 20

**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:**

AFR 290(D2) THEA 281(D1) WGSS 290(D2)

**Difference, Power, and Equity Notes:** Deals with power imbalances around race, gender and sexuality and how these both manifest in the real world and also can be addressed through various strands of academic theory.

**Attributes:** WGSS Theory Courses

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Iyanna C. Hamby

### **WGSS 301 (F) Sexual Economies (DPE)**

**Cross-listings:** ANTH 301 / AMST 334

#### **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 have a variety of guest speakers to share

their diverse lived experiences related to this topic.

**Requirements/Evaluation:** midterm essay exam, short quizzes, participation, Marco Polo video chat posts

**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:**

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

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

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

#### **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 Plenzdorf, "Die Legende von Paul und Paula," Rainer Werner Fassbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader-Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei."

**Requirements/Evaluation:** alternating 4-page tutorial papers in German, and 2-page critiques

**Prerequisites:** GERM 202 or permission of the instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** German majors

**Expected Class Size:** 12

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

**Materials/Lab Fee:** \$80 books

**Distributions:** (D2)

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

WGSS 304(D2) GERM 304(D1)

Not offered current academic year

### **WGSS 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** AMST 305 / ANTH 305 / THEA 304

### Primary Cross-listing

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**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:**

AMST 305(D2) ANTH 305(D2) THEA 304(D1) WGSS 305(D2)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

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

Not offered current academic year

### WGSS 307 (F) Feminist Approaches to Religion (WS)

**Cross-listings:** REL 306

### Secondary Cross-listing

What does feminist theory have to offer the study and practice of religion? How have participants in various religious traditions helped to produce and enact different kinds of feminist approaches to critique and transform religions? Feminisms and religions have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. The course prioritizes attention to the intersections and interactions of gender, race, ethnicity, sexuality, and nationality (among other factors) with religion.

**Requirements/Evaluation:** weekly GLOW posts before class, one "position paper" for class discussion (3 pages), a research question with rationale for interest and potential action plan (1 page), exploratory research statement (2 pages), essay on interpretive approach to research project (3 pages), participation in writing workshop on 7-page early drafts of final papers, one 15-page final paper.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion and Women's, Gender and Sexuality Studies majors have priority, and then students who have taken either REL 200 or WGSS 101.

**Expected Class Size:** 15

**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:**

WGSS 307(D2) REL 306(D2)

**Writing Skills Notes:** This course features a series of scaffolded writings assignments that will culminate in a final research project.

**Attributes:** WGSS Theory Courses

Fall 2023

SEM Section: 01 TF 2:35 pm - 3:50 pm Denise K. Buell

### **WGSS 308 (S) Parenting for a Feminist-Queer-Trans World (DPE)**

Perhaps you want to understand your own experience being parented; perhaps you are a parent, or hope to become one, and you want to reflect on your intentions; perhaps you want to understand what various scholars, activists, and activist-scholars have said about how parenting matters. This class will provide you with the time, information, and other resources necessary to explore the following question: what difference does it make when we put "feminist," "queer" and/or "trans" in front of parenting? More specifically, how do these modifiers change the forms and practice of parenting, ideally and in fact? What are the associated philosophies and structures that justify and enable these forms and practices? In this course, we will conceptualize parenting in a capacious way, as a kind of ongoing relationship that can obtain not only between an adult and a child they are "raising," but also between adults who are not conventionally considered "related." The purpose of this class is threefold: 1) to enable you to develop your own parenting philosophy, 2) to use "parenting" as a window to explore differences in feminist, queer, and trans thought, and 3) to use "parenting" as a springboard for imagining better institutional arrangements and articulating societal ideals. To realize these goals, we will mine our experiences, talk to lots of parents, and engage both scholarly and popular resources on parenting.

**Requirements/Evaluation:** One 6 page book review; Three contributions to resource compendium; One episode for the group podcast; One 10 page final essay

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 15

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

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

**Difference, Power, and Equity Notes:** We will be looking at the difference that understanding parenting differently, and/or practicing it with feminist, trans, and queer goals in mind does/might make in relation to the ends of equity and inclusion. We will also be attentive, however, to differences in ideas about what feminist, trans and queer parenting entails -- and how relations of power internal to groups make certain ideas about what feminist, queer, and/or trans parenting entails more accessible than others.

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

Spring 2024

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

### **WGSS 309 (S) Feminist Disability Studies: Bodyminds in Place and Space (DPE)**

**Cross-listings:** AMST 303

**Primary Cross-listing**

In this course we will engage anti-racist feminist theory, disability (or 'crip') theory, and human geography to think critically about disability. We will draw on critical geographies of disability to understand the built environment and institutional design; geographic scales of the body and the bodymind; spaces of the home and institutions; and im/mobility and spatial access. We will also consider how disability is shaped by (and shapes) practices of care and mutual aid; experiences of embodiment and impairment; and structures of vulnerability and agency. The course will trace, historically, how ableism has been produced through slavery, colonization, surveillance, and incarceration as well as through movements like eugenics and white liberal feminism. The course will also analyze disability's construction through medicalized notions of wellness, illness, pathology, and cure. Throughout the course, we will consider disability as intersecting with gender, race and ethnicity, queerness, trans\*ness, fatness, class, nationality, and citizenship. Most centrally, we will ask: What is the spatiality of dis/ability, and how can space be occupied and reappropriated for radically inclusive uses? How can we understand both normality and deviance as socially constructed concepts that nonetheless have real, and uneven, implications for people's lives?

**Class Format:** This class will be taught online only.



**Requirements/Evaluation:** Student participation; two short (2-pg) reflection papers; two longer (4-5-pg) papers; and a final (12-15 pg) research paper

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS and AMST majors; permission of instructor

**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:**

AMST 303(D2) WGSS 309(D2)

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement because it examines the political, social, and ideological constructions and theorizations of difference, power, and equity. The course explores the ways in which disability is mutually constructed with other axes of identity and difference, and how different groups of people have defined (and redefined) disability to meet various political aims.

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

Not offered current academic year

### **WGSS 311 (F) Trans Film and Media (DPE)**

**Cross-listings:** AMST 364

#### **Primary Cross-listing**

This course provides an introduction to contemporary trans culture and politics via the lens of film and other (mostly visual) media. We'll focus mainly on media production in the U.S. since the early 1990s, as this moment is usually understood as inaugurating contemporary "transgender" politics; additionally, the 90s saw a profusion of diversity in popular representation generally. This class has two main priorities: first, to use visual media as a lens for surveying major developments in trans studies, politics, and representation over the last few decades; second, to develop a critical repertoire for thinking about our current conjuncture of "trans visibility" in particular. By tracking a longer history of both popular and alternative trans media production, this course will question the vanguardism and celebratory progress narratives associated with "trans tipping point" visibility conditions. Drawing from perspectives in WGSS, American studies, and ethnic studies, we will especially situate trans representation in relation to the institutionalization of minority difference under neoliberal capitalism. In line with scholarship, we'll approach trans representation as interlocking with structures like race, heteropatriarchy, dis/ability, immigration, and nationality and empire.

**Class Format:** There will also be some lecturing.

**Requirements/Evaluation:** Students will have ongoing short discussion post assignments, one midterm essay of 5-6 pages, and a final group media-making project with min. 6 pages of analytic writing to accompany their creative work.

**Prerequisites:** WGSS 101 or 202 would be helpful but are not required. Other background in WGSS or the humanities is also helpful.

**Enrollment Limit:** 20

**Enrollment Preferences:** Enrollment preference can go to WGSS majors and 3rd & 4th years. Statements of interest are welcome.

**Expected Class Size:** 20

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

**Materials/Lab Fee:** For some proprietary media content, students will need subscriptions to popular streaming services (eg Netflix, Amazon, HBO Max). See WGSS chair about financial aid waivers and alternatives if this feels cost prohibitive.

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

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

WGSS 311(D2) AMST 364(D2)

**Difference, Power, and Equity Notes:** This course provides a survey of issues facing marginalized trans communities via the lens of visual media, with an emphasis on how structures of power shaping trans experience intersect with the politics of race, capital, disability, migration, and other axes of social difference.

Fall 2023

SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis



### **WGSS 312 (S) An American Family and "Reality" Television (WS)**

**Cross-listings:** ARTH 310 / AMST 333

#### **Secondary Cross-listing**

*An American Family* was a popular documentary series that featured the Loud family from Santa Barbara, California, whose everyday lives were broadcast on national television. The series generated an enormous amount of media attention, commentary, and controversy when it premiered on PBS in 1973. Today, it is regarded as the origin of so-called "Reality TV." In addition to challenging standard rules for television programming, the show challenged social conventions and asked viewers to think seriously about family relations, sexuality, domesticity, and the "American dream." Documenting the family's life over the course of eight months, the series chronicled the dissolution of the Louds' marriage and broadcast the "coming out" of eldest son Lance Loud, the first star of reality television. In this class, we will view the *An American Family* series in its entirety, research the program's historical reception, and analyze its influence on broadcast and film media, particularly on "reality" television. A final 14- to 18-page research paper will be prepared in stages, including a 6- to 8-page midterm essay that will be revised and expanded over the course of the semester.

**Requirements/Evaluation:** class presentations, research assignments and annotated bibliographies, and final 14- to 18-page research paper.

**Prerequisites:** none

**Enrollment Limit:** 14

**Enrollment Preferences:** junior Art majors, followed by senior majors

**Expected Class Size:** 12

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

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

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

ARTH 310(D1) WGSS 312(D2) AMST 333(D2)

**Writing Skills Notes:** There will be considerable focus on writing and peer-editing as a means of shaping critical thinking. We will treat writing as a process; revision is built into the syllabus. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** AMST Arts in Context Electives ARTH post-1800 FMST Core Courses

**Not offered current academic year**

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

**Cross-listings:** LATS 313 / AMST 313 / AAS 313 / AFR 326

#### **Secondary Cross-listing**

This interdisciplinary course focuses on the politics of personal style among women of color in the digital era. With a comparative, transnational emphasis on the ways in which ideologies of gender, (dis)ability, sexuality, ethno-racial identity, neoliberal capitalism and class inform normative beauty standards and ideas about the body, we examine a variety of materials including commercial websites, podcasts, histories, personal narratives, ethnographies, and sociological case studies. Departing from the assumption that personal aesthetics are intimately tied to issues of power and privilege, we engage the following questions, among others: What are some of the everyday functions of personal style among women of color in the US and globally? How do Latina/x, Black, Arab American, and Asian American personal aesthetics reflect the specific circumstances of their creation, and the unique histories of these racialized communities? What role do transnational media and popular culture play in the development and circulation of gendered and raced aesthetic forms? How might the belief in personal style as activist strategy complicate traditional understandings of feminist political activity? And what do the combined insights of ethnic studies, feminist studies, cultural studies, media studies, queer studies and disability studies contribute to our understanding of gendered Asian American, Arab American, Black, and Latina/x bodies?

**Requirements/Evaluation:** participation, one student-led discussion period, two written essays of 5-6 pages, final written reflection.

**Prerequisites:** LATS 105, AMST 201, AFR 200, 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, Africana Studies majors, and Women's, Gender and Sexuality Studies majors by seniority. If the class is overenrolled students may be asked to submit a brief writing sample.

**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) WGSS 313(D2) AAS 313(D2) AFR 326(D2)

**Attributes:** AAS Non-Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora LATS Core Electives WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Spring 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Maria Elena Cepeda

### **WGSS 317 (F) The New Woman in Weimar Culture (WS)**

**Cross-listings:** GERM 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 the course in German: GERM 202 or the equivalent; for students taking the course in English: one college-level literature course

**Enrollment Limit:** 19

**Enrollment Preferences:** juniors and seniors, students with strong analytical skills and a vivid interest in literature, art, music, and films

**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.

**Not offered current academic year**

### **WGSS 318 (F) Black Masculinities (DPE)**

**Cross-listings:** ENGL 375 / AFR 331 / AMST 350

#### **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:**

ENGL 375(D1) AFR 331(D2) AMST 350(D2) WGSS 318(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

Not offered current academic year

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

**Cross-listings:** HIST 319 / ASIA 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, generation, and sexuality in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and child-rearing practices associated with traditional ideals of family. We will also examine the wide variety of "heterodox" practices that existed alongside these ideals, debates over and critiques of gender, family, and sexuality in the twentieth century and in China today.

**Requirements/Evaluation:** active participation in discussions and group work, short skills-based writing assignments (2-4 pgs) and short essays (5-7 pgs) leading toward a final paper (10-15 pages).

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

**Enrollment Limit:** 25

**Enrollment Preferences:** History and WGSS majors; Asian 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:**

HIST 319(D2) ASIA 319(D2) WGSS 319(D2)

**Difference, Power, and Equity Notes:** This course focuses on historical regimes of gender and sexuality in China and their transformations over time. Students will be asked to consider these regimes both on their own terms and in comparative perspective.

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

Fall 2023

SEM Section: 01 TR 8:30 am - 9:45 am Anne Reinhardt

### **WGSS 320 (S) Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture**

**Cross-listings:** AFR 320 / AMST 320

#### Secondary Cross-listing

Whether presented as maternal saints, divas, video vixens, or bitches, black female celebrities navigate a tumultuous terrain in popular culture. This course considers the ways that black female celebrities such as Oprah, Rihanna, Nicki Minaj, Beyoncé, Janet Jackson, and Michelle Obama negotiate womanhood and sexuality, and the popular landscapes through which we witness that negotiation. It also engages contemporary black feminist scholarship, which most frequently presents the presentation of black female bodies in popular media forms as exploitive. We will review historical stereotypes of black women in popular media forms, discuss the history of the "politics of respectability" within black culture, engage black feminist responses to these types, and examine theoretical approaches to assess social constructions of womanhood and sexuality. We will also consider provocative questions relevant to discussions of contemporary black sexual politics: Should we view these women as feminists? Are they merely representatives of cultural commodification and control of black women's bodies? Do these women best exemplify the reiteration of problematic characterizations? Are they positive models for demonstrating female empowerment, agency, or "fierceness?" This course explores the histories of representation of black female figures in popular culture, and in so doing, troubles contemporary considerations of black womanhood and sexuality.

**Requirements/Evaluation:** evaluation will be based on attendance/participation, short response papers, and a midterm and final portfolio

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Women's Gender & Sexuality Studies majors and Africana Studies 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:**

AFR 320(D2) WGSS 320(D2) AMST 320(D2)

**Attributes:** AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora

Not offered current academic year

### **WGSS 321 (S) Contemporary Immigration Landscapes: Producing Difference and Value in Migration**

**Cross-listings:** LATS 335 / AMST 312

Secondary Cross-listing

What is the relationship between racial formations, transnational migrations, and power? How do geometries of power shape our relationship to place? This course examines geographies of transnational migration, bringing together insights from critical race theory, queer theory, Indigenous studies, and postcolonial theories to enrich our understanding of human geography. We will look at the use of ethnic and racial formations as a bridge between cultural and political geography in the contemporary US immigration landscape. Through an interdisciplinary exploration of 'migration,' we will examine the depth and range of migrants' experiences and how these communities' lives are structured through various axes of difference, such as race, gender, sexuality, class, and documentation status. We will consider how gender and sexuality structure racial formations and determine notions of value. We will give attention to the variegated landscape of immigration enforcement and its relationship to issues of labor, political economy, and environmental justice, among others. Through materials that embrace both historical and contemporary perspectives, this course will help students develop a critical understanding of how space matters when considering transnational processes of migration as well as migrant communities' cultural place-making practices throughout the US. This course asks students to compare and contrast the intellectual genealogies covered and apply these theories of transnational racial formations to case studies that focus on political interventions for social justice (such as UndocuQueers in the immigrant justice movement).

**Requirements/Evaluation:** Class Participation (20%): Preparation for, and active participation in, class discussions. Short writing assignments weekly around class readings. Pair share (10%): Two engage class with thoughts for one 30 minute class segment. Essays (20% each): Two 4-5 page essays. Final Paper (30%): An examination of the articulation of Latinx migrations and belonging in a case study that interrogates and builds on a major course theme, approximately 12 pages double-spaced, plus references / endnotes / images.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** LATS concentrators or those intending to concentrate

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

LATS 335(D2) AMST 312(D2) WGSS 321(D2)

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

Spring 2024

LEC Section: 01 TF 2:35 pm - 3:50 pm Edgar Sandoval

**WGSS 322 (S) Introduction to Critical Theory: The Enlightenment and Its Critics (DPE) (WS)**

**Cross-listings:** PHIL 321

**Secondary Cross-listing**

We often associate 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 with the Enlightenment. How can we reconcile this faith with the persistence of domination today? Critical theory aims not merely to understand the "struggles and wishes of the age" as Marx one described it, but with emancipation from domination. Understood in this way, critical theory is identified closely with the intellectual tradition of the Frankfurt School. In this tutorial, will read works in critical theory from the 18th century to the present, some from the Frankfurt tradition, and some not. We will focus on particular topics, examples of which are the following: normative critique, capitalism, authoritarianism, mass culture, enlightenment and reason, progress, violence, the domination of nature, white supremacy, patriarchy and colonialism.

**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 a 5 or 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 the quality of intellectual engagement in tutorial meetings

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

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors and students with background in modern political theory, or other relevant demonstrated background.

**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:** The tutorial format requires significant writing (six 2500-3000 word papers, and six 1000-1250 word commentaries), weekly commentary on writing, and instructor comments on papers.

**Difference, Power, and Equity Notes:** In this course power, difference, domination and the prospects of and obstacles to liberatory political struggle are central topics.

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

**Not offered current academic year**

**WGSS 328 (S) Austen and Eliot**

**Cross-listings:**

**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

**Distributions:** (D2)

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

WGSS 328(D2)

**Attributes:** ENGL Literary Histories B

Not offered current academic year

### **WGSS 329 (S) Austen, Eliot, Woolf**

**Cross-listings:** ENGL 329

Secondary Cross-listing

At roughly fifty-year intervals, Britain produced three brilliant female novelists -- Jane Austen, George Eliot, and Virginia Woolf -- who would each become renowned, in her own way, for her ability to combine minutely detailed social observation with a rich depiction of the inner lives of her characters. This course will examine some of their major fiction-- with an emphasis on Austen and Eliot -- with special attention to the nature and implications of their narrative methods for representing the consciousnesses of characters, and of the authorial narrative voices that mediate among them. Questions to be considered: how is our understanding of novelistic characters and consciousness shaped by our real-life experience in interpreting the thoughts and character of others, and vice versa? Do "omniscient" narrators lay claim to a privileged kind of knowing presumed to be unavailable either to their character or to readers, or are they modelling humanly available interpretive stances toward a world of others? How do these authors' preoccupations with interior thought relate to their focus on women's experience? Possible texts include Austen's *Sense and Sensibility* and *Persuasion*, Eliot's *Middlemarch* and *The Lifted Veil*, and Woolf's *The Waves*.

**Class Format:** seminar

**Requirements/Evaluation:** one six-eight-page and one ten-twelve-page essay

**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:** 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 329(D2) ENGL 329(D1)

**Attributes:** ENGL Criticism Courses ENGL Literary Histories B

Spring 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Alison A. Case

### **WGSS 330 (S) "A language to hear myself": Advanced Studies in Feminist Poetry and Poetics (DPE)**

**Cross-listings:** ENGL 302 / AMST 310

Secondary Cross-listing

The title of this course comes from Adrienne Rich's 1969 poem "Tear Gas," grounding our study in 1960s, 70s, and 80s feminist activist poetry but also in our current moment to answer a fundamental question: what can poetry do for us? In this period, feminist activist poets were at the center of a revolutionary social justice movement that changed the world. Feminist presses published much of the new poetry. This course focuses on the theory and practice of feminist poetry and print culture during this period, and how feminist experiments in language changed how we understand American poetry. We focus on the theoretical writings and poetry chapbooks of a diverse group of poets who powered the movement, including Audre Lorde,

Mitsuye Yamada, Nelly Wong, Robin Morgan, June Jordan, Joy Harjo, Gloria Anzaldúa, Sonia Sanchez, Adrienne Rich, Judy Grahn, and Pat Parker. We also read the work of some later feminist theorists, such as Sara Ahmed. We spend time in the archives, analyzing documents from the period, including feminist magazines and original publications of poetry chapbooks often published by the period's many feminist presses and consider how such attention allows us to construct alternative narratives for feminism and American poetry. Writing at the intersections of race, class, gender, and sexuality, and of multiple social justice movements (Civil Rights, anti-Vietnam War, LGBTQ activism, and Black Power), these poets gave us a new language to "hear," not only ourselves, but the experience and pain of others, and, in so doing, they moved personal experience into public discourse around issues of inequality and human flourishing in a democratic society.

**Requirements/Evaluation:** short analysis papers (4-5 pages), creative (1-2 pages), Perusall annotations, longer final researched paper (10-12 pages) or alternative digital project, curated exhibition of archival materials in Special Collections

**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, or permission of instructor

**Enrollment Limit:** 25

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

**Expected Class Size:** 25

**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 302(D1) AMST 310(D2) WGSS 330(D2)

**Difference, Power, and Equity Notes:** The course examines the effects of class, race, ethnicity, gender, and sexuality on both poetry and the feminist 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 period.

**Attributes:** AMST Critical and Cultural Theory Electives ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Not offered current academic year

### **WGSS 331 (F) Queer Europe: Sexualities and Politics since 1850 (DPE)**

**Cross-listings:** 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, both personal and national, in modern European society. Topics include: ways of thinking about the queer past; 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 and Nazi 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 with some detours to Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians and theorists. Several films will be screened and will also be central to our discussions of the changing meanings of sexual selfhood in modern European societies.

**Class Format:** This course will be taught as a discussion course, with discussions focused on the assigned readings.

**Requirements/Evaluation:** The class will be taught entirely in discussion mode and students will be expected regularly to contribute to the discussion of the readings and films for the course. Evaluation will be based on the quality of those contributions, the posting of three 3-page graded response papers on the readings (chosen by the students) and two interpretive essays of approximately 8 pages each.

**Prerequisites:** None; open to all students.

**Enrollment Limit:** 25

**Enrollment Preferences:** Junior and Senior History majors, along with Women's, Gender and Sexuality Studies majors, will be given enrollment preference if the class is over-enrolled. But other students are welcome if space is available.

**Expected Class Size:** 15-20



**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:**

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 332 (S) Gender, Sexuality & Disability (DPE)**

**Cross-listings:** AMST 369

#### Primary Cross-listing

From classical mythology to reality TV, bodies and minds that depart from the ordinary have long been sources of popular fascination. In recent history, people marked as "disabled" have been subject to medical scrutiny, labeled deficient or defective, and often barred from full participation in society. And yet, what counts as "disability"--and who counts as disabled--varies greatly depending on cultural and historical context. Arguably, disability has more to do with social conditions than with any innate characteristics of disabled people themselves. This class introduces disability studies, situating disability within its historical, political, and cultural contexts. As a GWSS course, we'll center queer and feminist perspectives; this class also emphasizes recent work. Echoing arguments in gender and sexuality studies, scholars have insisted that disability is not a natural or biological fact, but a socially constructed category. As such, scholars and activists have challenged medical models that conceptualize disability as an individual defect in need of elimination. They have also questioned the idea that disability is simply a minority identity -- to the contrary, disability is a condition that most humans will experience at some point in our lives. This class frames "disability" broadly--encompassing not just conditions of physical impairment, but a wide range of bodily, sensory, cognitive, emotional, and behavioral differences and capacities. This class also centers how disability is produced intersectionally through regimes like race, capitalism, and empire. Topics include: theories of embodiment, eugenics, institutionalization and incarceration, neurodivergence, mad studies, the politics of health, storytelling and narrative, disability justice activism, neoliberalism, biopolitics, and crip theory. Along with scholarly writings, we'll consider activist texts, popular press, fiction, memoir, and a variety of other media.

**Requirements/Evaluation:** Students will submit three short reading response papers (2-3 pgs), ongoing brief/informal forum posts, and a longer final research paper (10-12 pgs); students will also work in small groups to facilitate a section of class twice per term.

**Prerequisites:** WGSS 101-level familiarity would be very helpful, but is not required.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference to majors, 3rd and 4th year students.

**Expected Class Size:** 10

**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 332(D2) AMST 369(D2)

**Difference, Power, and Equity Notes:** This class surveys the politics of disability in recent U.S. history, illustrating axes of difference and privilege based on ability as it intersects with various racial, gender, and other identities.

Spring 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Abram J. Lewis

### **WGSS 333 (F) The Nineteenth-Century British Novel**

**Cross-listings:** 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 and social 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 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 remain highly accessible works of popular culture, 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. Likely authors include Jane Austen, Walter Scott, Charlotte Bronte, Charles Dickens, Anthony Trollope, and George Eliot.

**Requirements/Evaluation:** Heavy (but entertaining!) reading load. Flexible writing requirement includes options for short essays, weekly journal, creative work, and research paper. Students must complete 4 units of writing, with the research paper, if chosen, counting for two. There will be additional bits of informal writing, evaluated as part of the class contribution grade, such as participating in the production of a "brainstorming" doc on Google.

**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:** 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:**

ENGL 333(D1) WGSS 333(D2)

**Attributes:** ENGL Literary Histories B

Fall 2023

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

### **WGSS 334 (S) Islam and Feminism**

**Cross-listings:** REL 332 / ARAB 332

#### **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 to 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, midterm essay, final research paper

**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:**

Spring 2024

SEM Section: 01    Cancelled

**WGSS 335 (S) Michelangelo: Self and Sexuality (WS)**

**Cross-listings:** ARTH 331

**Secondary Cross-listing**

Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice--from painting to poetry--wrestles with them in countless, fascinating ways. Students' writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashioning, artist and patron, past and present.

**Requirements/Evaluation:** Five 5-7 page essays, five 1-2 page responses to partner's essays, critical conversation

**Prerequisites:** Any ARTH course

**Enrollment Limit:** 10

**Enrollment Preferences:** ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)

**Expected Class Size:** 10

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

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

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

WGSS 335(D2) ARTH 331(D1)

**Writing Skills Notes:** Tutorial

**Attributes:** ARTH pre-1800

**Not offered current academic year**

**WGSS 336 (S) Foucault Now (DPE) (WS)**

**Cross-listings:** PHIL 326

**Secondary Cross-listing**

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by Foucault inspired scholars on topics such as the biopolitics of gender, the genealogy of terrorism, the informational person (how we become our data), and neoliberal subjects.

**Class Format:** I may use a seminar format at least twice during the semester.

**Requirements/Evaluation:** evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

**Prerequisites:** Relevant background in critical theory, social theory, political theory or philosophy.

**Enrollment Limit:** 10

**Enrollment Preferences:** I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

**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 336(D2) PHIL 326(D2)

**Writing Skills Notes:** This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it.

**Difference, Power, and Equity Notes:** In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

**Attributes:** PHIL History Courses

Not offered current academic year

### **WGSS 337 (F) Race, Sex & Gender in Brazil (DPE)**

**Cross-listings:** 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: Students must also commit to registering for a winter study travel course with a 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. 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 winter study travel portion 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:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

## **WGSS 342 (S) Sexuality in US Modernisms (DPE)**

**Cross-listings:** ENGL 341

### **Secondary Cross-listing**

This course investigates how sexual identities, desires, and acts are represented and reproduced in U.S. literary and popular culture. Focusing on 1880-1940 (when, in the U.S. the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), we will explore what it means to read and theorize "queerly." Among the questions we will ask are: What counts as "sex" or "sexual identity" in a text? Are there definably queer and/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 literary developments--the move from realism to modernism--and historical events such as the rise of sexology, first-wave feminism and the Harlem Renaissance--have had on queer cultural production. The class will also introduce students to some of the most influential examples of queer literary and cultural theory. Readings may include works by authors such as James, Cather, Far, Hughes, Nugent, Stein, Fitzgerald, and Larsen, as well as queer literary theory and critique by scholars such as Butler, Coviello, Ferguson, Foucault, Freeman, Freud, Hartman, Lorde, Love, Muñoz, Rich, Rodriguez, Ross, and Sedgwick.

**Class Format:** discussion/seminar

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one 7-9 -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, or permission of the instructor

**Enrollment Limit:** 25

**Enrollment Preferences:** English majors and/or students interested in WGSS

**Expected Class Size:** 25

**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:**

ENGL 341(D1) WGSS 342(D2)

**Difference, Power, and Equity Notes:** This course considers the history and literature of sexuality in the US alongside questions of race, gender, class, region and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kathryn R. Kent

## **WGSS 343 (S) Representations of Racial-Sexual Violence from Enslavement to Emancipation**

**Cross-listings:** INTR 343 / AFR 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:**

INTR 343(D2) AFR 343(D2) WGSS 343(D2) AMST 343(D2)

**Attributes:** AMST Critical and Cultural Theory Electives JLST Interdepartmental Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

#### **WGSS 344 (S) Underground Berlin: Art, Performance, and Film, 1980s to Present (DPE)**

**Cross-listings:** GERM 314 / ARTH 315

##### **Secondary Cross-listing**

Subsequent to the National Socialist suppression of sexual expression, the intersections of politics and art in the post-World War II era reflected an organic embeddedness within the context of the city of Berlin. This course reflects upon this history to understand Berlin's present, its contradictory mix of new and old, "deep history" and nostalgia. Often described as an island moored within the communist territory of East Germany during the years of the Berlin Wall, West-Berlin became the city towards which many queer artists, musicians, and activists gravitated in order to avoid the involuntary conscription in the Bundeswehr, as an unexpected outcome of the government's plan to boost population in the former capital. We will focus on the excavation and recognition of inter/cultural positions that challenge German nationalism, at the same time that the country reestablished itself as a world power. Over the semester, we will rethink Berlin with respect to the once nascent geopolitics of the European Union, and the city's social fluctuations and periods of migration as registered through audiovisual and performative forms in advance of and in the decades following the fall of the wall in 1989. Focusing on art, performance, and film, we will examine the architectural, discursive, and cultural spaces in which these forms of creative and political expression take shape--from art museums and theater houses to occupied buildings, from independent publishing imprints and collaborative nonprofit organizations to night clubs. This course will examine the changing city with respect to activism, collectivity, alienation, solidarity, and belonging.

**Requirements/Evaluation:** Weekly response papers (1-2 pages); participation in class; one research paper (12-15 pages)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Art History majors, German majors, then any interested student

**Expected Class Size:** 12

**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:**

GERM 314(D1) ARTH 315(D1) WGSS 344(D2)

**Difference, Power, and Equity Notes:** Artistic works and subcultural formations addressed in this class reflect the intersection of difference, power, and equity in contemporary culture and society. Situating the work of artists and activists within a specific and evolving social and geopolitical context, it promotes greater understanding and skills for engaging in cultural debates on racism, homophobia, and sexism.

Not offered current academic year

#### **WGSS 345 (F) The Pedagogy of Liberation (DPE)**

Education is inherently political, and politics necessarily involves pedagogy. *Who* should teach, *what* is taught, *how* it is taught, and *why* it is taught are questions hotly debated at all levels and in all sites of education because the answers have implications for societal reproduction or transformation. Politicians, activists, even family members at the dinner table all seek to educate in ways that incline us toward particular political positions. At the heart of this class stands the question: if different pedagogies point us in different political directions, then what kind of pedagogy or pedagogies serve the end of liberation from oppression and why? Are there certain pedagogical "goods" that reliably serve the goal of liberation across sites? Or do different sites require different approaches? To begin to answer these questions, we will engage a variety of thinker-teachers and groups known for their commitment to a "pedagogy of liberation." While feminist thinkers will be foregrounded, we may also look to thinker-teachers who and groups that do not claim this label. In addition to engaging texts which reflect on different aspects of radical pedagogy (content, form, method, etc.) and radical pedagogy in different settings (the college classroom, the social movement headquarters, the home), we will witness radical pedagogy in practice. Moreover, we will enact various radical pedagogical strategies in our own classroom and beyond.

**Requirements/Evaluation:** Perusall, aspirational learning statement, syllabus co-construction and reflection, class facilitation, interview project and

reflection, one-on-one discussions

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference will be given to WGSS majors.

**Expected Class Size:** 20

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

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

**Difference, Power, and Equity Notes:** This class is concerned with the relationship between pedagogy and equity - how can pedagogy be leveraged to combat oppression and encourage equity? In it, students will gain not just insight on, but practice in enacting radical democratic pedagogies that flatten power differentials and encourage effective engagement across difference.

**Attributes:** WGSS Theory Courses

Fall 2023

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

### **WGSS 347 (F) Performing Masculinity in Global Popular Culture (DPE)**

**Cross-listings:** LATS 341 / AMST 358 / THEA 341 / SOC 340

#### **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, hip hop masculinities, 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.

**Requirements/Evaluation:** masculinity reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

**Prerequisites:** none; WGSS 202 would be helpful

**Enrollment Limit:** 15

**Enrollment Preferences:** a short statement of interest will be solicited; a subsection of applicants may be interviewed

**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:**

LATS 341(D2) AMST 358(D2) THEA 341(D1) WGSS 347(D2) SOC 340(D2)

**Difference, Power, and Equity Notes:** This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

**Attributes:** EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Fall 2023

SEM Section: 01 Cancelled

### **WGSS 350 (F) Queer Tongues & Lavender Linguistics (DPE)**

**Cross-listings:** AMST 351 / ANTH 350

#### **Primary Cross-listing**

This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA "change charts." We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called "gay voice," the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytales and other stories. We also read several linguistic anthropologists' ethnographies of queer communities' language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

**Requirements/Evaluation:** IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

**Prerequisites:** None; prior coursework in WGSS may be helpful, but is not required

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors; short statements of interest will be solicited in the event of overenrollment

**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:**

AMST 351(D2) WGSS 350(D2) ANTH 350(D2)

**Difference, Power, and Equity Notes:** This course examines the centrality of power in communication as broken down along axes such as sex, gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

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

Not offered current academic year

**WGSS 361 (S) Marking Presence: Reading (Dis)ability in/to Latinx Media (DPE)**

**Cross-listings:** AMST 361 / LATS 344

Secondary Cross-listing

This course explores the intersection of (dis)ability and Latinx identity in the contemporary US context. Employing Angharad Valdivia's (2020) notion of "marking presence" to describe the intentional ways in which Latinx subjects gain and hold on to mainstream media space, the class places the fields of Disability Studies, Latinx Studies, Gender Studies and Media Studies into conversation. We address the following questions and others: What does media reveal to us about the place of (dis)ability and Latinidad in contemporary US life, particularly as these categories intersect with questions of gender, sexuality, national identity and citizenship? How might we read Latinidad and (dis)ability *into* media texts in which they are not otherwise centered? What are the advantages of deploying mainstream media presence as a claim to power for disabled Latinx individuals, particularly those who are multiply marginalized? What are the limitations of such an approach? We will focus on these questions, as well as deploy various media examples (podcasts, social media, film, television and music) alongside scholarly texts to explore topics impacting the Latinx communities such as the relationship between the relationship between immigration and (dis)ability, intergenerational trauma and migration, the gendered archetype of the Latina "Loca," (dis)ability in academia, the politics of self-care amongst Latinxs in the neoliberal context, and the very legal, cultural, and social category of "(dis)abled" itself within dominant society as well as in Latinx communities.

**Requirements/Evaluation:** Two short (5-6 page) essays; One media analysis exercise; One online group project; One final reflection letter.

**Prerequisites:** None.

**Enrollment Limit:** 12

**Enrollment Preferences:** Preference given to LATS concentrators, AMST majors and WGSS majors by seniority.

**Expected Class Size:** 12

**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:**



AMST 361(D2) WGSS 361(D2) LATS 344(D2)

**Difference, Power, and Equity Notes:** At its core, this course is about understanding difference and relationships of power through an intersectional lens and via the prism of everyday media. In each class we will be discussing issues directly revolving around questions of race, ethnicity, (dis)ability, gender, sexuality, and nation. Students will be expected to incorporate an analysis of these issues in their written and oral work for the course.

**Attributes:** LATS Core Electives

Spring 2024

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

### **WGSS 362 (S) "Rebel Ecologies": Black and Indigenous Struggles for Land and Life"**

**Cross-listings:** AMST 362 / AFR 300 / ENVI 300

#### **Secondary Cross-listing**

This course will ask, what other socioecological models exist? We will weave together a study of differing, yet often converging or synergistic traditions of Black/Womanist eco-feminism that often confronts the social constructions of race, gender, class and sexuality, dominant religion as a means of social control, imperialism, capitalism, and colonialism; Ecosocialism which often frames ecology in terms of a mode of production beyond or outside of capitalism; and Indigenous perspectives on resistance to capitalist extraction, imperialism, and colonialism. Given ongoing struggles against the extraction of land and labor, the urgent calls raised in the present-day "climate strike," the COVID-19 Pandemic, Black-led pandemic rebellions, along with long(er) histories of land-based peoples around the planet opposing racial capitalism, settler colonialism, and imperialism, this class will explore not only what those in opposition to both extractivism and expropriation resist, but also what we want. We will critique binaries, settler notions of time and explore theories of change. Additionally, this class will look to an array of literature, film, sound, and other forms of cultural production in order to not just "locate," but describe and reveal rebel ecological visions emerging "from below." Ultimately this class will consider how the above ecological praxis can work simultaneously and within a sense of plurality, examining what we can learn from the work of activists, intellectuals, and defenders on the frontline. This course is an extension of Dr. Guess' concept of a "rebel ecology."

**Requirements/Evaluation:** The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader at least twice 20%; Weekly 500-word Literature Review 20%; One Final Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More projects might include, an annotated bibliography of 7 texts, film analysis, syllabus, book review, a written play, an op-ed, etc. We will discuss further possibilities in class.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** If the course is overenrolled, preference will be given to Africana studies concentrators.

**Expected Class Size:** 7

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

**Distributions:** (D2)

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

AMST 362(D2) AFR 300(D2) ENVI 300(D2) WGSS 362(D2)

**Not offered current academic year**

### **WGSS 363 (F) Mathematical and Computational Approaches to Social Justice (DPE) (QFR)**

**Cross-listings:**

#### **Secondary Cross-listing**

Civil rights activist, educator, and investigative journalist Ida B. Wells said that "the way to right wrongs is to shine the light of truth upon them." In this research-based tutorial, students will bring the vanguard of quantitative approaches to bear on issues of social justice. Each tutorial group will carry out a substantial project in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. All students should expect to invest substantial effort in reading social justice literature and in acquiring new skills in data science.

**Class Format:** This is a research-based tutorial.

**Requirements/Evaluation:** To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor follows an "ungrading" methodology.

**Prerequisites:** Across each 3 - 5 person tutorial group: multivariable calculus (e.g., Math 150/151), linear algebra (e.g., Math 250), statistics (e.g., Stat 161/201), computer programming (e.g., Comp 134), some working knowledge of or interest in social justice issues.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students will be admitted in groups based on a proposal submitted prior to preregistration. The instructor is happy to facilitate formation of groups and to give feedback on draft proposals. Contact the instructor early, prior to preregistration.

**Expected Class Size:** 20

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

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

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

WGSS 363(D2)

**Difference, Power, and Equity Notes:** Students study issues of equity, diversity, and inclusion in areas such as criminal justice, arts/media, environmental justice, education, and health care, and along identity axes such as gender, race/ethnicity, disability status, and sexual orientation.

**Quantitative/Formal Reasoning Notes:** Students use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Not offered current academic year

**WGSS 371 (S) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** STS 370 / ANTH 371

Secondary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 19

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

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

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

STS 370(D2) WGSS 371(D2) ANTH 371(D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Kim Gutschow

**WGSS 375 (S) Asian American Sexualities (DPE)**

**Cross-listings:** AMST 375 / AAS 375

**Secondary Cross-listing**

Often framed as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own sexualities? Anchored in this question, this theory-intensive course introduces students to core texts in Asian American Studies, feminist and queer criticism, and performance studies alongside a host of cultural productions (e.g., film, visual art, performance, poetry). It will focus on an array of topics, including western demands to "come out," the history and activism of "comfort women," HIV/AIDS, orientalism/ornamentalism, the criminalization of Sikh, South Asian, and Muslim Americans post-9/11, queer kinship, sex work, representations in pornography, drag performance (among others) to explore questions of racialized and sexualized pain alongside pleasure, play, and critique from feminist, queer, trans, and queered positions.

**Requirements/Evaluation:** in-class discussion, weekly posts, in-class paper presentation, short paper, and final project (paper and creative options)

**Prerequisites:** preferably AMST 125 or WGSS 101/202

**Enrollment Limit:** 20

**Enrollment Preferences:** AMST/WGSS majors and AAS concentrators will be given priority; prospective AA concentrators

**Expected Class Size:** 18

**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:**

AMST 375(D2) WGSS 375(D2) AAS 375(D2)

**Difference, Power, and Equity Notes:** This course examines the terms Asian American, gender, sexuality, and ability as categories of social difference and oppression. Throughout the course, students will unpack how these categories have been made, unmade, and remade in relationship to ongoing issues of sexual violence, colonialism, racial capitalism, and empire.

**Attributes:** AAS Core Electives AMST Arts in Context Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives

Spring 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kelly I. Chung

**WGSS 379 (S) Black Women in the United States (DPE)**

**Cross-listings:** HIST 379 / AFR 379

**Secondary Cross-listing**

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:** 15

**Enrollment Preferences:** History, WGSS, and American Studies Majors, and Africana 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:**

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

**Difference, Power, and Equity Notes:** This course meets the Difference, Power, and Equity requirement. The course focuses on empathetic understanding, power, and privilege, especially in relation to class, gender, and race within a U.S. context. We will study the ways in which the conflicts arose within the Black community and how Black women, usually without official positions as leaders, emerged as organizers and leaders in political and social movements.

**Attributes:** AMST Space and Place Electives HIST Group F Electives - U.S. + Canada WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **WGSS 380 (F) Freedom Dreams, Afro-Futures & Visionary Fictions**

**Cross-listings:** STS 380 / AFR 380 / AMST 380 / ENGL 381

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:**

STS 380(D2) AFR 380(D2) AMST 380(D2) ENGL 381(D1) WGSS 380(D2)

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

Not offered current academic year

### **WGSS 389 (F) Fiction of Virginia Woolf**

**Cross-listings:** ENGL 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 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:** (D2)

**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 390 (S) Black Trans Studies**

Black people have a significant stake in thinking about and theorizing the body in relation to self-definition, state regulation, and physical and social death among other phenomena. In 2021 we have seen both the institutionalization of transgender studies alongside the heightened visibility of transgender people. In the midst of multiple national crises (the COVID-19 pandemic, climate change, police brutality, and racial capitalism; all of which disproportionately impact Black and brown people), we are at a moment of reckoning. We are coming to terms with the ways race permeates all of our institutions, and more specifically how anti-Blackness is embedded within the social fabric of the US. What would it look like to understand transgender theory, transgender experiences, and transgender cultures through this lens? What might we learn from taking a focused look at how Blackness and transness come into conversation within the current context of the US settler-colonial state? How can we better understand the ways white supremacy shapes constructions of gender? How can that impact how we think about, study and engage with trans communities? In this class we will work to critically think about trans studies through a lens of race and racialization, with a specific focus on Blackness and Black trans experience(s). The course is divided into three major themes: Trans Studies, Trans People and Experiences, and Trans Cultures and Transness in Society. We will engage knowledge about transgender life across various mediums including: scholarly texts, film, fiction, social media and oral histories. While focusing on understanding Blackness and Black trans experience, we will take an intersectional approach, also engaging issues of class, sexuality, nationality and ability.

**Requirements/Evaluation:** Analytical papers, research project

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

Not offered current academic year

### **WGSS 391 (F) Contemporary North American Queer Literatures and Theories (DPE) (WS)**

**Cross-listings:** ENGL 391

Secondary Cross-listing

Moving through the mid-twentieth century and into the twenty-first, this course will consider how North American writers have represented queer life in all its complexities. From the problem of the happy ending to the intersectional politics of representation, the narrative complexities of coming out to the rejection of identity, the course will consider the relationship between literary form and queer content. In so doing, it will also touch upon some of the key debates in queer literary theory and consider the impact of events such as civil rights movements, gay and lesbian and trans uprisings, the AIDS crisis, debates over respectability politics, and current efforts to police what students read in schools on literary and cultural production. Readings may include work by such authors as Baldwin, Highsmith, Rich, Lorde, Delany, Kushner, Feinberg, Bechdel, Thom, and Machado and theorists such as Ferguson, Sedgwick, Fawaz, Love, Butler, and Hartman.

**Requirements/Evaluation:** active class participation, several short writing assignments, two 5-page papers, and one longer research 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,

or permission of the instructor;

**Enrollment Limit:** 19

**Enrollment Preferences:** English majors; WGSS majors

**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 391(D1) WGSS 391(D2)

**Writing Skills Notes:** This course will require at least 20 pages of writing of various sorts, from shorter critical responses to a longer research paper. Students will receive regular and timely feedback on their writing and gain experience with revision as it relates to the process of refining an argument.

**Difference, Power, and Equity Notes:** This course considers the history and literature of gender and sexuality in the US alongside questions of race, class, and more. It examines how literary form theorizes sexuality, and how sexuality affects literary form, in ways that consider (in)equity and power in a variety of contexts.

**Attributes:** ENGL Criticism Courses ENGL Literary Histories C WGSS Racial Sexual + Cultural Diversity Courses WGSS Theory Courses

Fall 2023

SEM Section: 01 Cancelled

### **WGSS 392 (F)(S) Matter & Meaning in Black Queer Art & Performing Non-Human Potentials (DPE)**

**Cross-listings:** AFR 355

#### **Primary Cross-listing**

In "Black Birds, Black Lives & The Unfinished Work of Queer Ecologies," Nicole Seymour recounts the incident of avid bird watcher, Christian Cooper, who became a target of racial profiling in Central Park. Seymour asks "are only certain people allowed to nature and its benefits?" Furthermore Seymour centers Black Queerness with non-human arrangements, thus begetting the question--what subversive potentials lie within alignments of "animality" "un-becoming" or within these natural landscapes that are often exclusionary of Black Queer mobility? In this class we will discuss the resilience of Black queer survival under the duress of racial capitalism and explore critical frameworks within the emerging field of new materialism. In so doing we will produce a comparative analysis implementing a study of non-human systems while simultaneously creating and viewing performances that integrate interspecies and inorganic meditative mediums. We will assess the question, how might non-human engagements radically shift ideological formations of "Man" and convey ecologies of thinking that complicate issues of "thingification?" To answer this question, we will study emerging scholarship in the field of Black Queer Studies such as neologisms like Yanique Norman's Black "fungi-ability" which puts into consideration posthumanist approaches alongside race and gender studies where the analytic of the mushroom points to a relational engagement of a Black & Queer diasporic poetics. Riley Snorton's concept on fungibility as "Trans capability" enables students to also discuss re-empowered embodiments of "flesh" as both a queer and decolonial praxis. Zakiyah Iman Jackson's articulations "on becoming human" also prove foundational as we will mutually explore Black Queer possibility amid the perceived burden of abjection.

**Requirements/Evaluation:** 25% Mini-Presentation Linking Black Queer Performances; 35% Individual Presentations: "Meditations that Matter"; 25% Daily Journal Entries: Remainder = (Participation)

**Prerequisites:** N/A

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference will be given to WGSS majors who specialize in these interdisciplinary engagements and at the appropriate level to take a 300 (advanced level course).

**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:**

WGSS 392(D2) AFR 355(D2)

**Difference, Power, and Equity Notes:** Deal fundamentally with axes of difference and various arrays of power and privilege.

**Attributes:** AFR Core Electives WGSS Theory Courses

Fall 2023

SEM Section: 01    Cancelled

Spring 2024

SEM Section: 01    TR 11:20 am - 12:35 pm    Iyanna C. Hamby

### **WGSS 395 (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** ENVI 395 / AFR 395 / GBST 395

#### **Secondary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward ideas on and approaches to reparations and reparatory justice. This course will analyze '*geographies of Black struggle*', the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy *within* and *beyond* borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparation today.

**Requirements/Evaluation:** Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If over-enrollment, preference to AFR, GBST and HIST students

**Expected Class Size:** 10

**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:**

ENVI 395(D2) AFR 395(D2) GBST 395(D2) WGSS 395(D2)

**Difference, Power, and Equity Notes:** This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

**Attributes:** AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

**Not offered current academic year**

### **WGSS 398 (S) Feminist and Queer Horror Films**

This course focuses on pairing theoretical readings with a variety of horror films with feminist or queer themes. Many tropes are associated with this genre - "the final girl" in slasher movies, "the transvestite murderer," femme lesbian vampires, supernatural BDSM figures, vampires as allegories for HIV/AIDS, werewolves as metaphors for FTM gender transitions or puberty, lonely mothers in creaky houses as unreliable narrators, Satanic spawn, and creepy long-haired girls. Some films reinforce gender stereotypes while others snap on more explicitly feminist and queer lenses. This course functions as a survey of many different genres, introducing students to classic 1970s films and working up to the present day and we will learn how these tropes developed and then were subverted by more modern day films such as those by A24 Studios and the new renaissance Black in horror, etc. Most films will focus on the US, with some notable exceptions in Japan, Spain, and elsewhere globally. There will be graphic content. You must be 18 or over to take this class.



**Requirements/Evaluation:** Class participation, short reflection papers, Marco Polo video posts, a 10 page final paper focused on exploring one trope in various films (preferably not covered in class.)

**Prerequisites:** None. Prior WGSS courses will be helpful.

**Enrollment Limit:** 15

**Enrollment Preferences:** Stage 1 is a statement of interest form; Stage 2 will be a very brief interview. There is NO preference by major or class year.

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

Spring 2024

SEM Section: 01 Cancelled

### **WGSS 402 (S) Marxist Feminisms: Race, Performance, and Labor (DPE) (WS)**

**Cross-listings:** THEA 402 / AFR 329 / AMST 402

#### **Secondary Cross-listing**

This seminar provides an overview of queer, black and women of color feminist, decolonial, and critical ethnic studies critiques of orthodox Marxism. Beginning with core texts from the tradition, including *Capital Volume I*, we will examine a range of social positions and modes of extraction that complicate Marx's emphasis on the white male industrial factory worker. Every week, we will focus on texts that foreground conditions of reproduction, racial slavery, care and domestic work, indentured servitude, immigrant labor, land expropriation, and sex work among others. Throughout the seminar and particularly at the close of it, we will turn to critical perspectives and aesthetic practices that not only respond to these conditions but also incite new social relations and ways of being in the world. As such, this seminar will equip students with critical understandings of how racial capitalism has fundamentally relied on the mass elimination, capture, recruitment, and displacement of different racialized, gendered, and abled bodies in and beyond the U.S. as well as how the capitalist system of value and life under these conditions can and must be undone and reimagined.

**Requirements/Evaluation:** in-class discussion, short weekly posts, class presentation, final project

**Prerequisites:** previous coursework in AMST, WGSS, AFR, THEA, or LATS

**Enrollment Limit:** 12

**Enrollment Preferences:** senior AMST majors; juniors or seniors with previous experience in AMST, WGSS, AFR, and THEA

**Expected Class Size:** 12

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

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

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

THEA 402(D1) AFR 329(D2) WGSS 402(D2) AMST 402(D2)

**Writing Skills Notes:** Students will present on and submit a 5-8 pg paper that rigorously analyzes and expands on a keyword. They will receive detailed feedback from me and one other student regarding grammar, structure, style, and argument. Using written and classroom feedback, students will then revise and resubmit their keyword papers to add to our final classroom keyword toolbox. For the final assignment, students will have the option to write a 8-10 page final research paper or manifesto.

**Difference, Power, and Equity Notes:** This course satisfies the DPE requirement as it explores difference, power, and equity by asking how racial, gendered, sexual, and class differences are produced, whose voices are centered and whose are excluded, and what forms of labor is valued over other forms.

**Attributes:** WGSS Theory Courses

Not offered current academic year

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

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

### Secondary Cross-listing

In the age of digital communications 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 seminar we will analyze recent theories regarding the origins and impacts of transnationalism. Particular attention will be paid throughout the semester to the intersections of gender, ethno-racial identity, sexuality, and class in connection with everyday transnational dynamics. The broad range of case studies examined includes Central American, Colombia, the Dominican Republic, Haiti, Indonesia, Jamaica, Mexico, the Middle East, and Peru.

**Class Format:** This course will follow a discussion format.

**Requirements/Evaluation:** student participation, an original 12-15 page semester-long research paper conducted in stages, and student presentation

**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. If the course is overenrolled students may be asked to submit a brief writing sample.

**Expected Class Size:** 12

**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 409(D2) LATS 409(D2) AMST 411(D2)

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

Not offered current academic year

### WGSS 411 (S) Advanced Readings and Research

This capstone readings and research seminar for WGSS majors will culminate in a substantial "state of the field" literature review. Throughout the semester, we will examine the disciplinary and interdisciplinary development of the field(s) of WGSS; read 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. Students will be responsible for presentations on monographs and generating discussion questions and activities.

**Requirements/Evaluation:** weekly discussion questions, oral presentations, participation, state of the field paper

**Prerequisites:** WGSS 101

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors

**Expected Class Size:** 10

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

**Unit Notes:** senior seminar

**Distributions:** (D2)

Spring 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Abram J. Lewis

### WGSS 413 (F) Feminist Technoscience (DPE)

**Cross-listings:** 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? Scholars of feminist science and technology studies (FSTS) have addressed these questions in their studies of scientific objectivity, technological vulnerability, environmentalism, and the makings (or doings) of race as well as gender. We will explore these questions and topics with a view to identifying the range of ethical, political, and epistemological practices within feminist and critical technoscience. We will read theoretical texts in FSTS, such as Donna Haraway's "Situated Knowledges" and Safiya Umoja Noble's "A future for intersectional black feminist technology studies." We will also read case studies, such as Pat Treusch's "The Art of Failure in Robotics" and Emily Martin's "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." While our preliminary readings will be set in advance, students will help shape the syllabus as we advance 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); annotated bibliography; final research project (12-15 page essay + in-class presentation)

**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:**

STS 413(D2) WGSS 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 examine feminist accounts of contemporary technoscientific work as well as critical STS with a focus on race.

**Attributes:** STS Senior Seminars

Fall 2023

SEM Section: 01 TR 11:20 am - 12:35 pm Ezra D. Feldman

**WGSS 414 (S) Race and Performance** (DPE) (WS)

**Cross-listings:** AAS 414 / AMST 414

**Secondary Cross-listing**

How does one "do" race? This seminar offers a survey of foundational and emergent scholarship at the nexus of performance studies, critical ethnic studies, and gender and sexuality studies alongside contemporary visual and performance art works. It will explore how the framework of performance destabilizes notions of race, gender, and sexuality as identities that are inherent to us and approaches them as ones we enact, do, and undo. We will begin the course by tracing key concepts in performance studies (i.e., performance, performative, performativity) before examining a range of performances that respond to and negotiate life under the ongoing conditions of racial capitalism, empire, anti-blackness, and settler colonialism. To this end, we will focus on how qualities attributed to racialized and gendered bodies, such as silence, diseased, patience, depression, passivity, and aloofness, are retooled as feminist and queer of color actions or positions.

**Requirements/Evaluation:** in-class discussion, weekly posts, class presentation, short written assignments, and final project (with creative option)

**Prerequisites:** AMST 101 or WGSS 101/202 and upper level courses in AMST, WGSS, or related fields

**Enrollment Limit:** 12

**Enrollment Preferences:** AMST seniors and juniors; WGSS seniors and juniors; AAS concentrators

**Expected Class Size:** 12

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

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

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

AAS 414(D2) WGSS 414(D2) AMST 414(D2)

**Writing Skills Notes:** Weekly discussion posts, short writing assignments that will lead to the final assignment, and a self-assessment reflection.

Additionally, students will draft and present an object-based analysis paper (incorporating primary and secondary materials), give and receive peer feedback, and submit a final, edited version.

**Difference, Power, and Equity Notes:** This course centrally examines the nexus of race, gender, sexuality, class, and ability and explores a bevy of strategies deployed to respond to overlapping structures of power, including racial capitalism, settler colonialism, anti-blackness, and empire.

**Attributes:** AAS Capstone AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Kelly I. Chung

### **WGSS 415 (S) Breaking the Silence: Women Voices, Empowerment and Equality in the Francophone World (DPE)**

**Cross-listings:** RLFR 415 / COMP 415

#### **Secondary Cross-listing**

How have Francophone women challenged the historical and current effects of colonialism and gendered racism in France and the Francophone world? How have Francophone women writers challenged the status quo of patriarchy and advocated for change? Beginning with political activist Olympe de Gouges, who published *Le droit de la femme et de la citoyenne* (1791) challenging gender inequality in France, we will then examine Claire de Duras' portrayal of the intersection between race and gender, Simone de Beauvoir's challenge to traditional femininity and gender roles, and Ananda Devi's intimate portrayal of violence against women in post-colonial societies. Throughout the course, we will use a feminist and intersectional lens to analyze how Francophone women writers have broken the silence then and now.

**Requirements/Evaluation:** Three 3-4-page response papers, a final 10-page research paper, presentation and active participation.

**Prerequisites:** Any 200-level RLFR course, or by permission of instructor

**Enrollment Limit:** 18

**Enrollment Preferences:** Senior French majors and students completing the certificate in French, but open to advanced students of French; Comparative Literature majors; Women's, Gender and Sexuality Studies majors; and those with compelling justification for admission.

**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:**

RLFR 415(D1) WGSS 415(D2) COMP 415(D1)

**Difference, Power, and Equity Notes:** In its focus on Race, Gender, and Political Power, this course centers on a critical examination of difference, power, and equity. This course uses a feminist and intersectional lens to analyze how French and Francophone women writers have challenged the historical and current effects of colonialism and gendered racism.

Spring 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Preea Leelah

### **WGSS 470 (S) Latinx Migrations: Stories and Histories (WS)**

**Cross-listings:** HIST 470 / LATS 470

#### **Secondary Cross-listing**

Latinx migration histories are often told with sweeping data and within broad historical contexts. While these are important, the voices of the people leaving their home countries and coming to the United States can be lost or buried. During the 1970s, the emerging subfield of social history asserted the need to craft histories that took into consideration the everyday lives of everyday people. Oral history emerged a key tool in capturing the personal stories too often missed in historical archives. At the same time, Puerto Rican Studies, Chicano Studies, and later, Latinx Studies emerged to tell the histories of groups too often omitted from or misrepresented in the scholarship. These fields relied on traditions of testimonios or storytelling. This course focuses on Latinx oral histories, autobiographies, memoirs, testimonios, and other first-person narratives to explore how people are impacted by and experience those broad historical contexts, as well as how the decisions they make and the actions they take shape those broad historical contexts. As Latinx Studies is a field that has been at the forefront of exploring intersectionality, we also analyze how attention to first person narratives and lived experiences reveal the complexities of race, ethnicity, gender, sexuality, and class, as well as other visible and invisible markers of

difference. Examining first person narratives in the context of specific Latinx groups in particular historical, geographical, and social contexts, we interrogate the methodological and interpretive challenges of working with oral histories and other first-person primary sources. Course topics include the gendered dimensions of migration, geopolitics and stories of exile, and the connections between lived experiences and political activism, particularly the feminist activism of the late 1960s and 1970s-- all while students develop and share their own research topics.

**Requirements/Evaluation:** class participation and presentations, short writing assignments, proposals, annotated bibliography, drafts of research paper, final presentation, and final paper of 15 to 20 pages

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors, WGSS majors, and Latina/o Studies concentrators, seniors

**Expected Class Size:** 15

**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:**

HIST 470(D2) LATS 470(D2) WGSS 470(D2)

**Writing Skills Notes:** This research seminar supports students as they define an appropriate topic, identify and use primary and secondary sources, and complete a 15-20 page final paper. Several short writing assignments focus on interpretations of primary sources and on honing in on scholars' key arguments in secondary sources. The final paper is written in stages, including proposals, an annotated bibliography, drafts for workshopping with other students, and a final presentation along with the final paper.

**Attributes:** HIST Group F Electives - U.S. + Canada LATS 400-level Seminars WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01 TR 9:55 am - 11:10 am Carmen T. Whalen

#### **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)

Not offered current academic year

#### **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)

Not offered current academic year

#### **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 2023

HON Section: 01 TBA Kathryn R. Kent

#### **WGSS 494 (S) 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)

Spring 2024

HON Section: 01 TBA Kathryn R. Kent

**WGSS 497 (F) Independent Study: Women's & Gender Studies**

Women's, Gender and Sexuality Studies independent study.

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

**Distributions:** (D2)

Fall 2023

IND Section: 01 TBA Kathryn R. Kent

**WGSS 498 (S) Independent Study: Women's & Gender Studies (DPE)**

Women's, Gender and Sexuality Studies independent study.

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

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

Spring 2024

IND Section: 01 TBA Kathryn R. Kent

**Winter Study -----**

**WGSS 17 (W) The Lavender Blues: Queer Music Before World War II**

Some of our most famous American musical artists of the early twentieth century were not only "in the life" - meaning gay, bisexual, or transgender - but they sang about this life too. The most courageous of these artists? Women - queer white women and queer women of color. This course will introduce students to a little-known yet revolutionary moment in music history when pioneering performers sang boldly about sexual and gender fluidity and when women's voices literally took center stage. Each week our sessions will be anchored with a particular star whose life and music will lead us thematically to so much more. We'll start in vaudeville with the male impersonators, move on to the early blues and come home with the Jazz Age. Among other things we'll listen to recordings, watch videos, discuss the power of lyrics and language, learn the antecedents of modern-day drag, find out the stories behind the songs, discover how these songs influenced (and reflected) audiences and explore how this music evolved over time. Students will be encouraged to explore the gifts and powers of their own voices too. Throughout we'll uncover what queer music history - and queer female artists - have to tell us about masculinity, femininity, gender fluidity, cross-dressing, homosexuality, love, race, religion and... fun. Students will be expected to keep a journal of ideas and reflection and do outside reading, viewing and listening. At least one group field trip is expected. For a final project students will write a 10-page paper, give a 10-minute in-class performance, or complete a comparable creative project inspired by the music/artists learned.

**Requirements/Evaluation:** Paper(s) or report(s); Creative project(s)

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Statement of interest

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Sarah S. Kilborne is an award-winning author, performance artist and LGBTQ activist. Her one-woman show "The Lavender Blues: A Showcase of Queer Music Before World War II" is being developed into both a book and a musical.

**Attributes:** SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2024

LEC Section: 01 WR 1:00 pm - 4:00 pm Sarah S. Kilborne

### **WGSS 28 (W) What Kind of Man Reads Playboy?: Constructions of 20th Century American Masculinity**

Masculinity and consumerist expressions of American "male-ness" will be explored in the class through the medium of magazine culture, specifically through *Playboy* magazine, one of the most popular men's magazines in American history. The American (male) magazine during the postwar period straddles a dual existence of advertisement and product, simultaneously pushing advertisements for male consumerism of goods, services, and the feminine body alongside its own existence as a product of fiction, journalism, and photography. Throughout the course, we will explore this form of communication through different themes, ranging from war to social and socioeconomic class to women and gender to the self and culture. By looking at these themes, students will become acquainted with ideals of masculinity in addition to exploring how these ideals are built, who controls and submits to them, and why. We seek to understand and contextualize the answer to the question "what kind of man reads *Playboy*?" In this course, we will use a variety of primary and secondary resources which showcase the magazine culture of the time, while also understanding their lasting effect on the national canon. Due to the focus on primary sources, most of our sessions will take place in Special Collections. While in Special Collections, students will be asked to ground their observations of *Playboy*-manufactured masculinity in examples with College Archives and the Chapin Library. Weekly readings will be assigned and will mostly be interviews, articles, "letters to the editor" featured in *Playboy* magazine, as well as other supplementary materials from comparable sources and academic journals.

**Requirements/Evaluation:** Paper(s) or report(s); Presentation(s)

**Prerequisites:** Students must have previously taken at least one course in English, History, or WGSS.

**Enrollment Limit:** 15

**Enrollment Preferences:** Preference for students in their junior or senior year. If the course is overenrolled, students will be asked to write a paragraph describing their interest in the course.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Ruth Kramer graduated from Williams College in 2022, where she majored in History and French. Currently, she works in Special Collections as a post-bac fellow and is working towards a Masters degree in Library and Information Science.

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2024

LEC Section: 01 MW 10:00 am - 1:00 pm Ruth Kramer

### **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 2024

HON Section: 01 TBA Kathryn R. Kent

### **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 2024



