

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

Chair: Associate Professor Gregory Mitchell

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 2024

SEM Section: 01 TR 9:55 am - 11:10 am Greta F. Snyder

SEM Section: 02 TF 1:10 pm - 2:25 pm Kiaran Honderich

SEM Section: 03 MR 1:10 pm - 2:25 pm Mejdulene B. Shomali

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Greta F. Snyder

SEM Section: 02 MR 1:10 pm - 2:25 pm Mejdulene B. Shomali

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 2024

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

Not offered current academic year

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)

Not offered current academic year

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), 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) ENGL 113(D1) WGSS 113(D2)

Writing Skills Notes: Writing skills taught through a series of assignments evenly spaced throughout the semester: two to 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 2024

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

WGSS 115(D2) LATS 115(D2) REL 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

Not offered current academic year

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

Cross-listings: CHIN 427 / ASIA 127

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: (D1) (DPE) (WS)

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

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

Not offered current academic year

WGSS 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / SOC 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

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

Distributions: (D2) (DPE) (QFR)

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

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

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

Cross-listings: HIST 152

Secondary Cross-listing

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

Requirements/Evaluation: a series of short (3-page) response papers; and a final 10-12 page research paper

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

Enrollment Limit: 19

Enrollment Preferences: given first to sophomores who have been dropped from this class previously, then to first-years, then to sophomores who have not been dropped previously

Expected Class Size: 15-19

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

Distributions: (D2) (DPE) (WS)

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

WGSS 152(D2) HIST 152(D2)

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

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

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

Fall 2024

SEM Section: 01 Cancelled

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Sara Dubow

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:

MUS 177(D1) WGSS 177(D2)

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

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, Marco Polo Discussion posts (short, app 3 min), short quizzes, reflection paper(s)

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 2024

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

Spring 2025

SEM Section: 01 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

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

Cross-listings: AFR 202 / COMP 236

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:

WGSS 206(D2) AFR 202(D2) COMP 236(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies

Spring 2025

TUT Section: T1 TBA VaNatta S. Ford

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

Not offered current academic year

WGSS 208 (S) Designer Genes (DPE)

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

Secondary 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, final research group project

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: None; if class is overenrolled, professor will ask for statements of interest.

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 208(D1) STS 208(D2) WGSS 208(D2) AMST 206(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

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Bethany Hicok

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 WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kiaran Honderich

WGSS 212 (F) Ethics and Reproductive Technologies (WS)

Cross-listings: PHIL 212 / STS 212

Secondary Cross-listing

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

Class Format: discussion

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

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

Enrollment Limit: 19

Enrollment Preferences: WGSS and PHIL majors (declared or prospective), PHLH and STS concentrators (declared or prospective)

Expected Class Size: 19

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

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

Distributions: (D2) (WS)

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

WGSS 212(D2) PHIL 212(D2) STS 212(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: PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2024

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

WGSS 216 (S) 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 as 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: 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:

WGSS 216(D2) RLFR 216(D1)

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.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Preea Leelah

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: REL 258 / ANTH 258 / ASIA 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:

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

Not offered current academic year

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

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

Secondary Cross-listing

This course posits that the dancing body is a particularly rich site for examining the history of gender in America and beyond. The aim of the course is to explore ideas related to gender 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, movement workshops, discussions with guest artists and scholars. No previous dance experience required.

Requirements/Evaluation: participation in discussions and presentations, reading responses, in-class writing assignments, two 5-6 page 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:

DANC 226(D1) AMST 226(D2) WGSS 226(D2) THEA 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 2025

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

WGSS 227 (S) Boys Love (DPE)

Cross-listings: COMP 228

Secondary Cross-listing

Originating in Japanese manga of the 1970s, the genre of yaoi, boy love, or BL has expanded into other media and around the globe during the last half century. Created mostly by women for women, BL transposes classic tropes of popular romance into a male homosocial environment, depicting the inevitable love of young, attractive, and typically androgynous men. The growing popularity of BL begs several questions: Why do women create and consume romances that tend to exclude female characters? Why do they enjoy a fictional universe that deliberately downplays homophobia yet ostensibly preserves heteronormativity by showing powerful, protective tops who repeatedly fall for vulnerable, passive bottoms? And how has BL changed global perceptions of and expectations for masculinity? This course explores these and other questions by examining key examples of BL from Japanese manga to Thai television, as well as shipping culture, BL's robust fandom, and adjacent genres such as slash fiction and girl love.

Requirements/Evaluation: completing all assignments, active participation in class discussions, two short papers, creating your own BL, and a final project

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: COMP and WGSS majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

WGSS 227(D2) COMP 228(D1)

Difference, Power, and Equity Notes: This class examines difference, power, and equity by examining representations of gender and sexuality, as well as their global flow over the past fifty years. Works of yaoi, boys love, or BL represent a significant genre of popular culture, as well as soft power, that originated in East Asia yet has spread around the globe. The course will address the gendered aspects of BL production, consumption, and fandom, as well the genre's mobilization of homosociality and homosexuality.

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Julie A. Cassidy

WGSS 228 (F) Feminist Bioethics (WS)

Cross-listings: PHIL 228 / STS 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 PHLH, especially those who need the course to satisfy major or concentration requirements

Expected Class Size: 19

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

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

Distributions: (D2) (WS)

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

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

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

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

Not offered current academic year

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

Not offered current academic year

WGSS 239 (F) History of Sexuality

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

GBST 241(D2) HIST 292(D2) REL 241(D2) WGSS 239(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: COMP 241 / CLAS 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: (D1)

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

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

Not offered current academic year

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

Cross-listings: REL 242 / ARAB 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:

REL 242(D2) WGSS 242(D2) ARAB 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: HIST 302 / ARAB 243 / ASIA 243 / 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:

HIST 302(D2) ARAB 243(D2) ASIA 243(D2) REL 243(D2) WGSS 243(D2)

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

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacoob

WGSS 244 (F) Actually Existing Alternative Economies (DPE)

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

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: open to sophomores and above

Expected Class Size: 10

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

Distributions: (D2) (DPE)

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

Not offered current academic year

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

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

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, Cherríe 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: (D1) (DPE) (WS)

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

THEA 250(D1) COMP 247(D1) WGSS 250(D2) ENGL 253(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.

Not offered current academic year

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

Cross-listings: AFR 283 / AMST 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:

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

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

Not offered current academic year

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

Cross-listings: REL 284 / ARTH 218

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 4-5-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) REL 284(D2) ARTH 218(D1)

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

Fall 2024

TUT Section: T1 TBA Peter D. Low

WGSS 301 (S) 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: short-quizzes, reflection papers, participation, short Marco Polo video posts (app 3 min each)

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

Enrollment Limit: 15

Enrollment Preferences: based on statement of interest, brief interviews if necessary

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:

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

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

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

WGSS 302 (S) Social Construction (DPE)

Cross-listings: COMP 315 / STS 301 / SOC 301 / REL 301

Secondary Cross-listing

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

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the 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:

COMP 315(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 301(D2)

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

Attributes: PHIL Related Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

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

Cross-listings: ANTH 305 / AMST 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:

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

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 306 (F) Queer in Asian America (DPE) (WS)

Cross-listings: AAS 304 / AMST 304

Secondary Cross-listing

Asian America has always been queer. This is both to say that, since the first waves of Asian immigrants to the Americas, there have always been queer individuals counted among them, *and* that the Asian American subject has historically figured as "queer" and "different" within the Western cultural, social, and economic landscape. How does queerness resonate, redound, or otherwise modulate the idea and experience of Asian Americanness? What are the textures and contours of this queerness? Does it have an aesthetic and literary dimension? This course surveys a range of scholarship and literature by queer and feminist Asian Americans that explore the interpenetrations of race, gender, and sexuality in the construction of Asian America and Asian American identity. Particular focus is paid to how Asian American artists and writers actualize queer subjectivity, relation, and intimacy across experiments in narrative, form, and media. The class will move between foundational scholarship at the intersections of Asian American studies, queer studies, and gender and sexuality studies alongside key works of art and literature. Potential artists and writers include Ocean Vuong, Justin Chin, Larissa Lai, Monique Truong, Alok Vaid-Menon, TT Takemoto, Jes Fan, and Leonard Suryajaya. Students will also have the opportunity to contribute their own selection of art and literature to the class conversation.

Requirements/Evaluation: In-class participation, two critical response papers, discussion posts, creative or scholarly written final assignment

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: AMST and WGSS majors, AAS concentrators, or students interested in majoring/concentrating in these areas.

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:

AAS 304(D2) WGSS 306(D2) AMST 304(D2)

Writing Skills Notes: Students will write two, 3-4 page critical response papers: one will focus on analyzing, critiquing, and synthesizing scholarly texts to advance an original argument on course topics and another will focus on analyzing a literary or artistic work of the student's choosing. The final consists of a longer paper of scholarly or creative writing that engages course topics. Assignments will emphasize close reading skills and will be receive written feedback from the instructor.

Difference, Power, and Equity Notes: This course examines gender and sexuality in Asian American racial formation and identity through the work of queer Asian American art, scholarship, and literature. Students will thus focus on how queerness/queer identity is constructed, embodied, and differently experienced in Asian America in dialogue with histories of immigration, Orientalism, assimilation, and exclusion.

Attributes: AMST Critical and Cultural Theory Electives

Fall 2024

SEM Section: 01 TR 8:30 am - 9:45 am Ethan Fukuto

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

Not offered current academic year

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 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Greta F. Snyder

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 2024

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

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)

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 (F) Gender, Race, and the Power of Personal Aesthetics

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

Secondary Cross-listing

This media/cultural studies course focuses on the politics of personal style amongst women of color in the US and around the globe in the digital era. We undertake a comparative, transnational exploration of the ways in which categories of difference such as gender, disability, sexuality, class, and ethno-racial identity inform normative beauty standards and ideas about the body. The class pays particular attention to the ways in which neoliberal capitalism shapes contemporary understandings of gendered bodies and the self. We examine an array of materials from across the disciplines including commercial websites, music videos, photography, histories, film, television, 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, raced, and sexualized aesthetic forms? How might the belief in personal style as an 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 comprehension 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:

WGSS 313(D2) AFR 326(D2) LATS 313(D2) AMST 313(D2) AAS 313(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

Fall 2024

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

WGSS 315 (F) Paris on Fire: Incendiary Voices from the City of Light (DPE)

Cross-listings: RLFR 316 / COMP 314

Secondary Cross-listing

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

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: Strong performance in RLFR 106, or another RLFR 200-level or 300-level course, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors.

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:

RLFR 316(D1) WGSS 315(D2) COMP 314(D1)

Difference, Power, and Equity Notes: This course examines the operations of difference, power, and equity in French film and fiction, history and politics, art and culture, from 1830 to 2025. In readings, lectures, and discussions, we will look at how class, ethnicity, gender, and sexuality structure the lives and struggles of the working class and urban poor, women and men, migrants and immigrants. Students will learn critical tools to better understand and interrogate social inequity and injustice.

Attributes: GBST Urbanizing World

Fall 2024

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

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) WGSS 319(D2) ASIA 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 HIST Group B Electives - Asia HIST Group P Electives - Premodern WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

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) AMST 320(D2) WGSS 320(D2)

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

Not offered current academic year

WGSS 321 (S) Contemporary Immigration Landscapes

Cross-listings: AMST 312 / LATS 335

Secondary Cross-listing

What is the relationship between racial formations, transnational migrations, and power in the United States? How do geometries of power shape our relationship to place? How do people navigate and resist the exercise of unequal power relations? This course examines geographies of transnational migration, bringing together insights from critical race theory, queer theory, and postcolonial theories to enrich our understanding of human geography. Theories on belonging, identity, and power will serve as a bridge between the state's role in structuring the lives of transnational migrants and the politics of conceiving futures as alternatives to current political geographic imaginations in the U.S. immigration landscape. Through an interdisciplinary exploration of 'migration,' we will examine the depth and range of migrants' experiences (such as through Javier Zamora's *Solito: A Memoir*) and how these communities' lives are structured through various axes of difference, such as race, gender, sexuality, class, and documentation status. We will give attention to the variegated landscape of immigration enforcement and its relationship to issues of labor, political economy, and incarceration, among others. Through materials that embrace both social science and humanities approaches, this course will help students develop a critical understanding of how space matters when considering transnational processes of migration as well as migrant communities' political practices throughout the US. This course asks students to compare and contrast the intellectual genealogies covered and apply these theories of identity and power to case studies that focus on political interventions for social justice (such as UndocuQueers in the immigrant justice movement).

Requirements/Evaluation: Your learning is evaluated through class participation (discussion, responses, & in-class worksheets), three assignments, and a final project.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: LATS concentrators or those intending to concentrate

Expected Class Size: 20

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

Distributions: (D2)

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

AMST 312(D2) LATS 335(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 2025

SEM Section: 01 MR 1:10 pm - 2:25 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:

PHIL 321(D2) WGSS 322(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 (F) Writing Gender in Sci-Fi and Speculative Fictions (DPE)

Cross-listings: ENGL 329 / STS 323

Secondary Cross-listing

This creative writing course will pair selected readings in feminist STS and queer theory with science fiction, speculative fiction, and horror stories that together put questions to gender. How and when is sci-fi a home for radical re-imaginings of gender? When and why does "genre fiction" house (and facilitate) radical gender politics--or their opposite? Readings may include works by Octavia Butler, Ursula Le Guin, Brian Evanson, and Samuel Delany. Students will both analyze these fictions and take them as inspirations for their own stories and worlds.

Class Format: This course balance seminar-style discussion with workshops examining students' creative writing.

Requirements/Evaluation: Students will be evaluated on three substantial pieces of writing, in multiple drafts. Students will be able to choose their balance of creative and analytical (expository) prose (2-1 or 1-2). Attendance, along with seminar and workshop discussion, will count toward the final grade. There will be no exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: STS concentrators; WGSS majors; students who have not taken other creative writing courses at Williams.

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 329(D2) ENGL 329(D1) STS 323(D2)

Difference, Power, and Equity Notes: In this course students will confront and reflect on the operations of difference, power, and equity through readings, class discussions, and assignments. Readings include scholarship on the construction of gender and sexuality, as well as works of fiction that denaturalize the categories of sex and gender. Course assignments will include expository and creative writing, and students will work in both modes to imagine how this world could be otherwise and how other worlds could be.

Fall 2024

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

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:

WGSS 330(D2) ENGL 302(D1) AMST 310(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 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 WGSS 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 ongoing brief/informal forum posts, midterm essay, and a longer final research project (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 helpful, but is not required.

Enrollment Limit: 20

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

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

WGSS 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.

Attributes: PHLH Bioethics + Interpretations of Health

Spring 2025

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

WGSS 334 (F) Islam and Feminism

Cross-listings: REL 332 / ARAB 332

Secondary Cross-listing

This course examines the relationship between feminism and Islam, exploring Islamic feminism, decolonial feminism, and the critiques of imperialist feminism, homonationalism, and femonationalism. 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 explore the breadth of Islamic feminist literature, covering: 1) feminist readings of scripture; 2) feminist critiques of Islamic law; and 3) feminist theology. The final part of the course will focus on Muslim feminist and decolonial feminist critiques of feminism and its link to imperialism and the weaponization of gender and sexuality in global discourse.

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

Expected Class Size: 10

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

Distributions: (D2)

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

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

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Saadia Yacoob

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 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 339 (F) The Social Psychology of Prejudice

Cross-listings: PSYC 341

Secondary Cross-listing

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

Class Format: empirical lab course

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

Prerequisites: PSYC 201 and 242

Enrollment Limit: 16

Enrollment Preferences: senior, then junior Psychology majors

Expected Class Size: 16

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

Distributions: (D2)

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

WGSS 339(D2) PSYC 341(D3)

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

Fall 2024

SEM Section: 01 Cancelled

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:

WGSS 342(D2) ENGL 341(D1)

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

Not offered current academic year

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

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

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

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

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: Perusal, 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: TEAC Related Courses WGSS Theory Courses

Fall 2024

SEM Section: 01 TR 11:20 am - 12:35 pm Greta F. Snyder

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

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

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:

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

Not offered current academic year

WGSS 349 Race, Gender, and Labor (DPE)

This course draws on approaches from sociology, labor studies, and Black studies to examine the historical and contemporary intersections of race, gender, and labor. In particular, we will explore the racial, classed, and gendered dimensions of the labor movement, historic economic shifts that impacted and reorganized U.S. labor regimes, Black labor in slavery's afterlife as it relates to prisons, and global analyses of racialized gendered labor regimes for migrant and immigrant labor within the Global South and the U.S. We will begin the course by grounding ourselves in the Black feminist framework of intersectionality, which will guide our analyses of the intersections of race, class, and gender in labor formations. We will then focus on the monumental shift in labor relations that enslaved Black people's toppling of the plantation system in the US South brought forth, as well as the technologies of re-enslavement instituted as a reaction to Black people's emancipation. After that, we will move through different themes and time periods, considering how race, gender, and class intersect in regimes of labor exploitation and the successes and setbacks of labor movements.

Requirements/Evaluation: Major course requirements include engagement in course discussions, reading reflections, a midterm paper, group presentations, and final research paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology, Women, Gender, and Sexuality Studies (WGSS) and/or Africana Studies majors

Expected Class Size: 15

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course foregrounds intersectional subjectivities and perspectives. It provides interdisciplinary toolkits to strengthen students' ability to identify and address how unequal power dynamics sustain difference and inequity--e.g., in racial and gender pay gaps and inequalities in the globalized care economy--and to practice collective strategies for transformative social change, engaging with critical epistemologies developed by workers fighting for racial, gender, and economic justice.

Not offered current academic year

WGSS 351 (F) Trans/national Femininities (DPE)

This course studies femininity in a trans/national context. Here, trans suggests that we will not be looking at femininity as necessarily or inherently attached to the biological category "female." Instead, we will think about femininity as a gender performed by and written on many kinds of bodies, with specific attention to trans feminine experiences. The term "transnational" suggests that we will attempt to talk about femininity not only in the context of the US and the "western" world but across different nations and within a broader socio-cultural framework. We will consider a broad range of disciplinary accounts of femininity in the US and beyond. We will discuss how class, bodily comportment, ability, and other facets affect feminine performance and feminine/feminist/queer politics. Our course materials include scholarship, film, art, and literature. Finally, this course centers the voices of trans and cis women, femmes, and queer BIPOC (black, indigenous, and/or people of color).

Requirements/Evaluation: short informal writing assignments, discussion facilitation, in class activities and discussion, student presentations, substantive student-led final project.

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: WGSS majors

Expected Class Size: 19

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course examines how femininity is constructed on multiple kinds of bodies and across multiple national contexts. It employs a wide range of theoretical approaches for thinking about femininity and the diversity of feminine experiences. We examine femininity as a social location which intersects with embodiment, ability, class, and nation in order to consider structures of power that both effect and are affected by our understandings of femininity.

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

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Mejdulene B. Shomali

WGSS 359 (S) Queer of Color Critique and Literatures (DPE)

Queer of color critique (QoCC) takes an intersectional approach to the study of sexuality and is particularly interested in how sexuality is constituted with and through other social formations like race, class, ability, gender, and nation. It draws on many different theoretical frameworks (women of color feminisms, materialist and post structuralist critiques, and queer critiques) and draws from many different disciplines (sociology, literary studies, psychology, etc). In this course we will study the key histories, terms, and debates in QoCC. Rather than imagine QoCC as a response to queer critique alone, we will study it as a co-occurring field with a long history. Reflecting QoCC's interest in national and diasporic formations, we will situate our exploration of queerness in a transnational and global perspective. Our course materials include scholarly works as well as arts and literatures which develop and employ QoCC. QoCC is not only a theoretical framework, or a way of interpreting the world. Through our discussions and assignments, we will use QoCC to imagine new worlds.

Requirements/Evaluation: short informal writing assignments, 2 formal essays, discussion facilitation, in class activities, substantive student-led final project.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: WGSS majors

Expected Class Size: 19

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: his course examines non-normative sexualities in marginalized groups within and outside western communities. It draws on scholarship, literature, arts and film to understand diverse queer of color experiences and to understand queer of color critique as a field and methodology. It considers how sexuality is informed by and central to how we understand power, discrimination, normativity, and global sexual politics. It helps situate sexuality within a broader nexus of concerns about identity polit

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Mejdulene B. Shomali

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

Cross-listings: LATS 344 / AMST 361

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:

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

Not offered current academic year

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

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

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:

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

Not offered current academic year

WGSS 363 (S) Data for Justice Research Practicum (DPE) (QFR)

Cross-listings: STS 363 / INTR 350 / AMST 363

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 inclusive, collaborative, research-based course, students will bring statistical, computational, and/or mathematical approaches to bear on issues of social justice. Guided closely by the instructor, students will work in groups to carry out original research in an area such as criminal justice, education equity, environmental justice, health care equity, economic justice, or inclusion in arts/media. Prior research experience is not required; one goal of this course is to build skills for advanced research.

Class Format: This course is an intensive research practicum. Formation of research groups and selection of research topics will be facilitated by the instructor. The primary modality of work is peer collaboration.

Requirements/Evaluation: To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based, ungraded assessment framework.

Prerequisites: INTR 150 (Data for Justice), or prior equivalent exposure to computing, statistics, and social justice topics as approved by the instructor.

Enrollment Limit: 10

Enrollment Preferences: Students who have a declared major in Division I or II, who meet the prerequisites of the course, and who fill out the instructor's preregistration survey (contact the instructor for link).

Expected Class Size: 10

Grading: no 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) STS 363(D2) INTR 350(D2) AMST 363(D2)

Difference, Power, and Equity Notes: Students will research issues of social justice 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 will use multiple mathematical, statistical, and computational frameworks to acquire, model, and analyze real-world data.

Spring 2025

SEM Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

SEM Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

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

Cross-listings: ANTH 371 / STS 370

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:

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

Not offered current academic year

WGSS 375 (S) Asian American Sexualities (DPE)

Cross-listings: AMST 375 / AAS 375

Secondary Cross-listing

Perceived as objects of sexual use and perversity, how might Asian/Asian American subjects contend with these projections and enact their own genders and sexualities? Anchored in this question, this theory-intensive seminar will provide a study of seminal and recent scholarship at the intersections of Asian American Studies, feminist criticism, and queer theory that focus on or are read in tandem with a collection of cultural expressions, including film, sculpture, poetry, drag performance, music, manifestos, and visual and performance art. To first root us, the seminar will introduce key uses and theorizations of sex/gender, sexuality, and queerness. Then, across the semester, we will focus on deployments of them through a range of topics, including sexual subjugation and activism of "comfort women," orientalism/ornamentalism, the queering of Sikh, South Asian, and Muslim Americans post-9/11, western demands to "come out," representations in pornography, lesbian invisibility, devaluation of trans* lives, etc., exploring questions of racialized, gendered, and sexual subordination alongside power, pleasure, play, and critique. To this end, we will approach gender and sexuality not as identity categories that one is or has but socially and biologically construed categories, loci for intervention and play, anti-normative positions, lived experiences, and ever-evolving processes of doing, becoming, and unbecoming.

Requirements/Evaluation: in-class discussion, weekly posts, short presentation, one paper, and one longer paper or creative assignment that will be peer reviewed and revised

Prerequisites: AMST 125 or WGSS 101/202

Enrollment Limit: 15

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

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 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 2025

SEM Section: 01 Cancelled

WGSS 376 (F) Sex, Gender, and the Law in U.S. History (DPE)

Cross-listings: HIST 376

Secondary Cross-listing

This course explores the ways in which the law has defined and regulated gender and sexuality in the United States, and the ways that individuals have experienced and responded to those definitions and regulations. We will evaluate how the law has dictated different roles for men and women, how sexual acts have been designated as legal or illegal, and the ways that race, class, and nationality have complicated the definition and regulation of gender and sexuality. This course examines how assumptions about gender and sexuality have informed the creation and development of American law and the changing meanings of citizenship; considers how laws regulating sex and gender have yielded varied effects for men and women across race and class divides, challenging some differences while naturalizing others; and assesses the power and shortcomings of appeals to formal legal equality waged by diverse groups and individuals. Throughout the course, we will consider the various methodologies and approaches of the interdisciplinary field of legal history. Topics to be covered will include the Constitution, slavery, marriage, divorce, custody, inheritance, immigration, sexual violence, reproduction, abortion, privacy, suffrage, jury duty, work, and military service.

Requirements/Evaluation: four papers, including three short (3-5-pages) papers, and one final paper of 8-10 pages

Prerequisites: none

Enrollment Limit: 25

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

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

WGSS 376(D2) HIST 376(D2)

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

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

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Sara Dubow

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:

WGSS 389(D2) ENGL 389(D1)

Attributes: ENGL Literary Histories C

Not offered current academic year

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

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: 25

Enrollment Preferences: English majors; WGSS majors

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:

WGSS 391(D2) ENGL 391(D1)

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 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Kathryn R. Kent

WGSS 398 (F) Feminist and Queer Horror Films (DPE)

Cross-listings: THEA 390 / ENGL 333 / COMP 390 / AMST 390

Primary Cross-listing

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 of Black 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, 2-3 extemporaneous oral class responses, several creative assignments.

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

Materials/Lab Fee: Some of the creative assignments will have an "artsy-craftsy" component, but should not cost more than 25 dollars total per student per semester, though amounts will vary depending on how the student chooses to execute the assignment.

Distributions: (D2) (DPE)

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

WGSS 398(D2) THEA 390(D1) ENGL 333(D1) COMP 390(D1) AMST 390(D2)

Difference, Power, and Equity Notes: This course necessarily examines power when it comes to gender and sexuality - who has it? what do they do with it? how does this power turn deadly? how can agency be regained? Horror is almost never about equitable situations but rather the imbalance that comes from difference (along whatever axis) causing a lack of equity.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Fall 2024

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

SEM Section: 02 MW 8:25 pm - 9:40 pm Gregory C. Mitchell

WGSS 402 (F) Marxist Feminisms: Race, Performance, Labor (DPE) (WS)

Cross-listings: AAS 402 / 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 specifically 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 reimaged.

Requirements/Evaluation: in-class participation, presentation, weekly posts, paper, and final project (paper, community resource distribution proposal, and creative project options)

Prerequisites: AMST 101, AMST/AAS 125, or similar courses

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS juniors and seniors, 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 402(D2) WGSS 402(D2) AMST 402(D2)

Writing Skills Notes: In addition to weekly posts, students will engage a longer process of writing and sharing a presentation paper with the class,

give/receive feedback, and submit a revised paper.

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 are valued/devalued over others.

Attributes: AAS Capstone AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

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

Cross-listings: RLFR 412 / COMP 412

Secondary Cross-listing

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

Requirements/Evaluation: Active class participation, midterm exam, and two papers.

Prerequisites: A 200-level or 300-level RLFR course at Williams, or Advanced coursework during Study Abroad in France or the Francophone World, or permission of the instructor.

Enrollment Limit: 16

Enrollment Preferences: French Majors and French Certificate students, Comparative Literature Majors, Women's, Gender, & Sexuality Studies Majors.

Expected Class Size: 16

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 408(D2) RLFR 412(D1) COMP 412(D1)

Difference, Power, and Equity Notes: This course analyzes difference, power, and equity through its examination of gender diversity, institutional misogyny, urban criminality, human sexuality, social injustice, and revolutionary struggle in nineteenth-century France. In class discussions and critical essays on 1830s-1880s France, students will examine and articulate the inequities and injustices between women and men, the privileged and oppressed, the wealthy and working class, and both the rural and urban poor.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Brian Martin

WGSS 411 (S) Psychoanalysis and Its Discontents: The Psyche and the Social (DPE)

For many decades, psychoanalysis has been profoundly influential to radical thinkers seeking to overthrow regimes of racism, colonialism, heteropatriarchy, capitalism, and ableism. At the same time, psychoanalysis has also been crucial to enforcing those very regimes. Whether mobilized towards liberatory or oppressive ends, it is difficult to overstate psychoanalysis's influence on intellection, politics, and everyday social existence over the last century--even though we don't always realize it's there. If you bristle at the mention of Freud but think microaggressions are real, content warnings are a good idea, or that sharing about your feelings supports your wellbeing and relationships, your beliefs and values are probably indebted

to psychoanalysis. This class surveys psychoanalytic perspectives on "the social," that is, race, gender, sexuality, capitalism, dis/ability, imperialism, and so on. It also provides an introduction to basic foundations of psychoanalytic thought--especially Freud, object relations theory, and a bit of Lacan--with an emphasis on how the psychoanalytic canon underpins contemporary queer, feminist, and postcolonial theory; ethnic studies; disability studies; and religious studies. Building from foundations, we'll also examine radical psychoanalysis alongside radical critiques of psychoanalysis. Additional topics and bodies of thought include trauma, Afropessimism, sexual difference feminism, antipsychiatry, and schizoanalysis. This class satisfies the WGSS Junior/Senior Seminar major requirement.

Requirements/Evaluation: weekly discussion questions, oral presentations, participation, dream journal, final research project

Prerequisites: Students will benefit from coursework backgrounds in WGSS, AMST, ethnic studies, and/or the humanities broadly.

Enrollment Limit: 19

Enrollment Preferences: WGSS majors, juniors/seniors

Expected Class Size: 10

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

Unit Notes: senior seminar

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This class examines psychoanalysis's role in shaping difference, power, and equity.

Spring 2025

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

Not offered current academic year

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:**

WGSS 414(D2) AAS 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**Not offered current academic year****WGSS 415 (S) Breaking the Silence: Women Voices, Empowerment and Equality in the Francophone World (DPE)****Cross-listings:** COMP 415 / RLFR 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:**

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

Not offered current academic year

WGSS 418 (S) Racial Melancholia, Queer Melancholia (DPE) (WS)

Cross-listings: AMST 415 / AAS 415

Secondary Cross-listing

The psychoanalytic theory of melancholia--the ways in which one refuses to fully let go of that which one has lost--is a foundational concept to the fields of ethnic studies, queer theory, and cultural studies. In the wake of losses due variously to histories of forced migration and slavery, the AIDS epidemic, war, and social exclusion, various scholars and critics have posited melancholia as a structuring condition of contemporary life as subjects differently navigate loss, displacement, and exclusion. Theories of racial and queer melancholia have emerged as supple frameworks through which to consider how queer and racialized subjects hold onto non-normative ways of being, relation, and sociality against the normalizing tides of erasure. We will chart out a connection between how we relate to and apprehend the past as it then pertains to how we relate to and apprehend others. Beginning with a dive into Freudian psychoanalysis, this seminar will explore concepts of loss and melancholia and their uptake into critical theory, critical race theory, and queer theory/queer of color critique. Alongside our scholarly inquiries, we will engage with a range of art, literature, performance, and film that explore topics of memory, trauma, migration, the queer past and the queer future, subjectivity, relationality, and gender and sexuality.

Requirements/Evaluation: In-class participation, discussion posts, short analysis papers, and a final paper that engages original research and/or creative work.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: AMST, WGSS majors, AAS concentrators or students interested in majoring/concentrating in these areas.

Expected Class Size: 15

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:

WGSS 418(D2) AMST 415(D2) AAS 415(D2)

Writing Skills Notes: Students will produce a number of written assignments that assess their analysis, critique, and interpretation of critical texts and artistic works. This includes regular discussion posts, paper presentations, and a final essay that will receive peer and instructor feedback.

Difference, Power, and Equity Notes: This course engages with a major topic of concern--the theory of melancholia--across a number of fields including ethnic studies, women's, gender, and sexuality studies, and critical theory. In particular, attention is paid to the function of loss, dispossession, and displacement as it affects individuals and communities who are differently marginalized by colonialism, racial capitalism, and heteronormativity.

Attributes: AMST Critical and Cultural Theory Electives

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ethan Fukuto

WGSS 428 (S) Relationality and Its Antagonisms (DPE) (WS)

Cross-listings: AFR 396 / AMST 428

Secondary Cross-listing

Relationality has been the defining approach, feature, and framework of ethnic studies since its inception in the late 1960s. Since then, notable scholars have applied multiple keywords, including difference, comparison, entanglements, cacophonies, and intimacies, to emphasize how processes of racialization and racial formation are not isolated and separate but inextricably linked and shaped by one another. Only from these distinct, uneven, yet shared positions of oppression, as scholars argue, solidarity across race, gender, class, sexuality, and location may emerge. At its crux, this seminar will underscore major tensions and antagonisms *against* frameworks of relationality. Tracing primary sources, cultural expressions, and

literature within the traditions of ethnic studies and transnational/women of color feminisms, it will trace the shifts in approaches to relationality, especially as it relates to practices of reciprocity and community-building across difference. At the same time, it will turn to works that name relationality as what Frank B. Wilderson calls a "ruse," or trick, that subsumes the specific, exceptional position of blackness. Our units will include discussions of Afro-Pessimism, indigeneity, racialized settler colonialism as well as queer theory debates on queer presentism (i.e., a queer "no future") versus queer futurity. Studying the tensions that emerge from multiple, distinct, and contradictory planes of power, oppression, and temporalities, how do we assess, work through, and reconcile, if at all, relations deemed as "irreconcilable" across vectors of difference?

Requirements/Evaluation: in-class participation, paper presentation, peer feedback, writing webs (short series of writing exercises), and final project developed from original research and/or creative work

Prerequisites: AMST 101 or WGSS 101

Enrollment Limit: 12

Enrollment Preferences: AMST and WGSS seniors and juniors

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:

AFR 396(D2) AMST 428(D2) WGSS 428(D2)

Writing Skills Notes: Students will regularly engage in a series of writing exercises and submit a longer paper presentation that will be peer reviewed and revised.

Difference, Power, and Equity Notes: The main objective of the course is to study and assess ethnic studies' approaches to questions of difference, particularly as it relates to theories of racialization and relationality across multiple nodes of power and oppression.

Attributes: AFR Theories, Methods, and Poetics AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST 400-level Senior Seminars WGSS Theory Courses

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Kelly I. Chung

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

Cross-listings: LATS 470 / HIST 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:

LATS 470(D2) HIST 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

Not offered current academic year

WGSS 475 (S) Dreaming Latina/x Feminist Disability Studies (DPE) (WS)

Cross-listings: LATS 475 / AMST 413

Secondary Cross-listing

In this course we will defy the traditional notion that disabled and queer people of color have no right to future dreams, as we collectively imagine how the emergent field of Latina/x feminist disability studies might take shape. What are the sites of focus, methods, and political commitments of Latina/x feminist disability studies? Where is the power in meaningfully uniting an analysis of disability to one of sexuality and gendered Latinidad? How does a Latina/x-centric approach productively inform our understanding of disability? What is the political potential of Latina/x feminist disability studies -- not exclusively as a set of theories, but also as a mindset and an everyday call to action? If we were to collectively compose a manifesto for Latina/x feminist disability studies, what might it contain? How might we actively cultivate a community of care in the classroom as well as other spaces at Williams? Just what might Latina/x feminist disability justice dreams look like? How might Latina/x feminist disability justice dreams *feel*? Feminist, queer, and disabled crip-of-color scholars have recently called for a more meaningful engagement with race in feminist disability studies. Simultaneously, we have also witnessed a small but steady growth in the amount of Latinx studies scholarship that thoughtfully integrates questions of disability. This interdisciplinary course responds to these important shifts in its focus on a series of topics bridging Latinx studies, gender studies, queer studies, crip studies, and critical disability studies. These include but are not limited to the body, the environment, temporality, labor, citizenship, dependency, and visibility/invisibility. Through these topics, we will explore the ways in which the different approaches to these specific issues across Latinx, critical disability, crip, queer and gender studies are in fruitful conversation with one another -- and sometimes even at odds -- as we actively interrogate the intersections of gender, race, ethnicity, sexuality, and disability within the everyday.

Requirements/Evaluation: Major assignments for this course include a semester-long independent research paper (15-20 pages) broken up into steps, participation in crafting the class manifesto, a semester-long collaborative artistic exercise, and a final reflection document (3-4 pages).

Prerequisites: None.

Enrollment Limit: 12

Enrollment Preferences: Priority given to LATS concentrators by seniority, followed by WGSS and AMST majors by seniority.

Expected Class Size: 12

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

Materials/Lab Fee: Lab fee: \$200 for art supplies per student

Distributions: (D2) (DPE) (WS)

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

WGSS 475(D2) LATS 475(D2) AMST 413(D2)

Writing Skills Notes: We focus on building writing and interdisciplinary research skills, with a particular emphasis on the processes of research, revision, and collaborative writing. The primary research paper (an independent project of 15-20 pages) is divided into stages, and students are required to revise and resubmit their work at various junctures in the research process. The written class manifesto requires students to compose a document together, revising their work as a group over the course of the semester.

Difference, Power, and Equity Notes: This course privileges an intersectional analysis regarding questions of race, ethnicity, gender, sexuality, and disability. It obligates students to consider how these categories of difference actively work in tandem with one another in everyday US Latina/x and transnational (US-Latin America and the Caribbean) contexts. This seminar also underscores how these categories of difference are actually products of a given historical and political moment.

Attributes: LATS 400-level Seminars

Spring 2025

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

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 2024

HON Section: 01 TBA Gregory C. Mitchell

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 2025

HON Section: 01 TBA Gregory C. Mitchell

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 2024

IND Section: 01 TBA Gregory C. Mitchell

WGSS 498 (S) 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)

Spring 2025

IND Section: 01 TBA Gregory C. Mitchell

Winter Study -----

WGSS 11 Becoming an Informed Peer: Taking action on peer prevention, education, and facilitation to build a

In this course, students will gain knowledge on how to support classmates and friends in order to build a stronger community. Students will learn how to talk with each other about difficult topics, and learn how to educate and work with peers within systemic limitations. Topics we will cover include: Bystander Intervention, Alcohol and Consent, Active listening, Gatekeeper training for Suicide Prevention, characteristics of Healthy and Unhealthy relationships, Title IX and the PEACe, Queer relationships, Sex, Sexuality and Contraception, STDs/STIs, Boundaries, making referrals, and Self Care, Facilitation skills and Event planning.

Requirements/Evaluation: Presentation(s)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: Students already in leadership positions or part of public health organizations will be given priority.

Expected Class Size: NA

Grading:

Unit Notes: Laini is the Assistant Director for Health Educator at Williams College, focusing on substance use education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997,.

Attributes: STUX Winter Study Student Exploration WELL Winter Study Wellness

Not offered current academic year

WGSS 13 Women, Sex, and Gender at Work

The average college-educated woman starts out earning close to what her male peers do, but over a lifetime, the pay gap widens. At the CEO level, women have only recently started to outnumber men named John. Whether it's overt discrimination or more subtle forms of bias, sex and gender continue to play a large role in the workplace. In this course, we will examine concepts like pay inequality, sexual harassment, transgender and gender stereotype discrimination, and the intersection of family and career. Case studies will include the U.S. Women's Soccer team pay disparity case and Harvey Weinstein's sexual misconduct in the film industry. We will also discuss practical career advice, such as finding a profession that's a good fit for you, advocating for yourself at work, and navigating a male-dominated industry. The class will engage with a variety of sources, including films, podcasts, and case law, and students will analyze an issue of their choosing for their final research paper.

Requirements/Evaluation: Paper(s) or report(s)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, preference will be given to Juniors and Seniors.

Expected Class Size: NA

Grading:

Unit Notes: Samantha W. Soto is a civil rights and employment attorney whose practice includes conducting workplace investigations into discrimination and harassment claims. She graduated from Williams and Columbia Law School, and was an attorney for the EEOC.

Materials/Lab Fee: \$25

Attributes: STUX Winter Study Student Exploration WELL Winter Study Wellness

Not offered current academic year

WGSS 17 (W) When Drag Kings Sang the Blues: The Surprisingly Queer History of America's First Pop Stars

Some of the 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 who flouted sexual and gender norms, some to the point that we might now call them trans or non-binary. This course introduces students to a little-known yet revolutionary moment in music history when pioneering musical stars 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 artist whose life and music will lead us thematically to so much more. We'll start in vaudeville with the male impersonators (America's first drag kings), move on to the early blues and come home with the Jazz Age. Class materials will include videos, sheet music, drag memorabilia, recordings, memoirs and more. We'll listen to music from various genres, explore the power of lyrics and language, learn the unsung history of modern-day drag, dive into the stories behind the songs, and discover how queer performers were pivotal to the launching of the modern music industry. 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. For a final project students will write a 10-page paper, give a 10-minute in-class presentation, or complete a comparable creative project inspired by the music/artists learned.

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

Materials/Lab Fee: \$75

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

Not offered current academic year

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

Not offered current academic year

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

Not offered current academic year