

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

Chair: Associate Professor KATHRYN KENT

Advisory Committee: Professors: A. CASE, H. DRUXES*, K. KENT, L. SCHMIDT. Associate Professors: S. DUBOW, B. MARTIN. Assistant Professors: P. COHEN, G. MITCHELL, N. NJOYA*. Lecturer: K. HONDERICH. Librarian: E. SHRIVER. Health Educator: D. DENELLI-HESS.

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 (Schmidt, x3143).

Required Courses

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

Introduction to Women's, Gender and Sexuality Studies (WGSS 101)

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.)

Students can check with the program chair to see if other courses not listed here might count as electives.

Distribution Requirements

One of the following theory courses:

Offered 2016-2017:

WGSS 202(S) Introduction to Sexuality Studies (D)

WGSS 228(F) Feminist Bioethics (D) (W)

WGSS 231(F) Sexuality and Imperialism (D)

WGSS 250T(F) Gender, Sexuality and Performance in America (D) (W)

WGSS 333(F) Sex and Politics

WGSS 313/AFR 326/AMST 313/LATS 313 Gender, Race, and the Power of Personal Aesthetics

WGSS 338/AMST 339/LATS 338 Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality

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

WGSS 361T(F) Writing about Bodies (W)

Not currently offered:

WGSS 236/PSCI 236 Sex, Gender, and Political Theory

WGSS 238/PSCI 239 Science, Gender and Power

WGSS 250T/ENGL 253T/COMP 247T/THEA 250T Gender, Sexuality & the Modern Stage

WGSS 271/PHIL 271 Woman as "Other"

WGSS 272/ANTH 272 Sex and the Reproduction of Society

WGSS 306/AFR 306/AMST 306/LATS 306/COMP 304 Queer of Color Critique: Race, Sex and Urban Life

WGSS 307/REL 306 Feminist Approaches to Religion

WGSS 310/AFR 310/REL 310AMST 309 Womanist/Black Feminist Thought

WGSS 321/PHIL 320 Recent Continental Feminist Theory: The Enlightenment and its Critics

WGSS 322T/PHIL 321T Critical Theory

WGSS 327/PHIL 327 Foucault

WGSS 330/AMST 332/COMP 339/ LATS 335/ THEA 322 Race, Gender, and Performance from Literature to Social Media

WGSS 396/ENGL394 Modern Pleasure

WGSS 457/HIST 457 Gender, Law, and Politics in U.S. History

Or, students may petition the chair to have another course accepted.

Racial, Sexual, and Cultural Diversity

Majors must take at least *one* of the following:

Offered 2016-2017:

WGSS 105(F) American Girlhoods (D) (W)
 WGSS 177(S) Gender and Sexuality in Music (D)
 WGSS 202 Introduction to Sexuality Studies
 WGSS 207T(F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings (W)
 WGSS 231(F) Sexuality and Imperialism (D)
 WGSS 232/LATS 231/AMST 231 Approaches to Media Studies: Analyzing Mediated Difference
 WGSS 240(S) Performing Masculinity in Global Popular Culture (D)
 WGSS 246T(F) India's Identities: Religion, Caste, and Gender (D) (W)
 WGSS 250T(F) Gender, Sexuality and Performance in America (D) (W)
 WGSS 246/REL 246/ANTH 246/ India's Identities: Religion, Caste, and Gender
 WGSS 255/CHIN 253/COMP 254 (F) "Disease" in Modern Chinese Literature and Culture (D)
 WGSS 268/AFR 327/ENGL 307/COMP 268 (F) Caribbean Woman Writers
 WGSS 279/REL 271/ASST 271/COMP 279 (F) Erotic, Grotesque, Sublime: Ghosts and Monsters in East Asian Religion and Popular Culture
 WGSS 301(F) Sexual Economies (D)
 WGSS 313/AMST 313/LATS 313 Gender, Race, Beauty, and the Power of Personal Aesthetics
 WGSS 318(S) Gender Construction in Chinese Art (D) (W)
 WGSS 376(F) Sex, Gender, and the Law in U.S. History (D)
 WGSS 379/HIST 379/AFR 379 Black Women in the United States
 WGSS 343T(S) Representations of Racial-Sexual Violence from Enslavement to Emancipation (D) (W)
 WGSS 400(S) A History of Family in Africa (D) (W)
 WGSS 409(F) Transnationalism and Difference: Comparative Perspectives (D) (W)

Not currently offered:

WGSS 200/COMP 212 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia
 WGSS 211/ECON 211 Gender in the Global Economy
 WGSS 213T/AFR 213T Race, Gender, and the Alien Body: Octavia Butler's Science Fiction
 WGSS 249/REL 248/ASST 248/ANTH 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation
 WGSS 256/REL 256/ANTH 256/ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism
 WGSS 306/AFR 306/AMST 306/LATS 306/COMP 304 Queer of Color Critique: Race, Sex and Urban Life
 WGSS 308/HIST 308/AFR 308 Gender and Society in Modern Africa
 WGSS 310/AFR 310/REL 310/AMST 309 Womanist/Black Feminist Thought
 WGSS 319/HIST 319/ASST 319 Gender and the Family in Chinese History
 WGSS 330/AMST 332/COMP 339/ LATS 335/ THEA 322 Race, Gender, and Performance from Literature to Social Media
 WGSS 338/AMST 339/LATS 338 Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality
 WGSS 378/HIST 378 The History of Sexuality in America
 WGSS 382/LATS 382/HIST 382 Latina/o Politics
 WGSS 383/HIST 383 Whiteness and Race in the History of the United States
 WGSS 386/HIST 386/LATS 386 Latinas in the Global Economy: Work, Migration, and Households
 Or, students may petition the chair to have another course accepted.

Thematic Cluster

At least three of the seven electives, with at least one at the 300-level, should be identified by majors as comprising a thematic group. This requirement aims to have majors create some focus and depth within their interdisciplinary study by forming a cluster sharing common approaches, themes, or issues.

Literary or artistic expression
 Historical perspectives
 Forms of political and social organization
 Theorizing gender across cultural differences and/or disciplines
 Queer Studies
 Ethnicity and Race

Interdisciplinary electives must be taken in at least three departments/programs and at least two divisions.

Three of the seven electives must be at the 300 level.

THE DEGREE WITH HONORS IN WOMEN'S, GENDER AND SEXUALITY STUDIES

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

You can find general study away guidelines for Women's, Gender and Sexuality Studies [here](#).

WGSS 101(F,S) Women's, Gender and Sexuality Studies (D) (W)

This discussion and lecture course introduces students to a range of issues, theories, and controversies within feminism, gender studies, and sexuality studies. It has several aims: to provide critical and analytical tools for thinking about gender; to explore key issues facing women and sexual minorities in the U.S. (and other) societies, and to discuss strategies for confronting them. The course will examine issues such as: body politics, sexuality, reproductive rights, sexual violence, gender and work, motherhood and family, homophobia, transgendered people's experiences in the US and abroad. Above all, the course is intended as an exploration of the tremendous diversity of thought contained under the general rubrics of feminist, gender, and sexuality studies and as a vehicle for developing skills in writing and research, as well as analytical tools for further work in the field. This course meets the requirements of the Exploring Diversity Initiative in that its main emphases are on challenging the notion of one universalizing category of "woman," and to recognize the diverse ways in which national, sexual, ethnic, racial, classed and other kinds of differences produce multiple and often divergent relations of gendered power. It also whenever possible contextualizes within a global frame the central issues that have made up and continue to define the U.S. feminist tradition, in order to encourage students to recognize the role cultural difference plays in a variety of feminist issues and to decenter the U.S. as a reference point for all feminist theory and politics. During days with lectures, two sections may combine for team-teaching. Otherwise, the sections meet separately for discussion.

Class Format: lecture and seminar

Requirements/Evaluation: 1 or 2 short (3 page) essay, 1 final paper proposal/abstract, 1 annotated bibliography, 1 final paper of 7-9 pages (w/revisions); evaluation will be based on these assignments and class participation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 19

Dept. Notes: required course for the Women's, Gender and Sexuality Studies major

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: AMST Critical and Cultural Theory Electives

Fall 2016

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Gregory Mitchell

SEM Section: 02 TR 11:20 AM 12:35 PM Instructor: Kiaran Honderich

SEM Section: 03 Cancelled

Spring 2017

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Kathryn Kent

SEM Section: 02 TF 02:35 PM 03:50 PM Instructor: Kiaran Honderich

WGSS 105(F) American Girlhoods (D) (W)

Crosslistings: ENGL 105/WGSS 105/AMST 105

Secondary Crosslisting

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. We will read works by such authors as Emily Dickinson, Louisa May Alcott, Harriet Jacobs, Henry James, Gwendolyn Brooks, Toni Morrison, and Monique Truong, as well as discuss such popular phenomena as Barbie and the American Girl Doll Company, Girl Scouts, and Riot Grrrrls.

This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, especially in relation to class, gender, sexuality, race and ethnicity within a U.S. context.

Class Format: seminar

Requirements/Evaluation: several short papers totaling at least 20 pages; active class participation; participation in other short writing assignments

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

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

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive

Other Attributes: AMST Arts in Context Electives

Fall 2016

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Kathryn Kent

WGSS 110T The Veil: History and Interpretations (D) (W)

Crosslistings: HIST 110/ARAB 215/WGSS 110

Secondary Crosslisting

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

The tutorial is part of the Exploring Diversity Initiative (EDI) because it considers the veil across different cultural areas.

Class Format: tutorial

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: first years, sophomores and those with demonstrated interest in the Middle East

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: HIST Group E Electives - Middle East

Not Offered Academic Year 2017

TUT Instructor: Magnus Bernhardsson

WGSS 129 Blacks, Jews, and Women in the Age of the French Revolution (D) (W)

Crosslistings: HIST 129/WGSS 129

Secondary Crosslisting

The French Revolution was an important turning point in world history. Besides ushering in an age of *liberté* (liberty) and *égalité* (equality), it also postulated the existence of a new revolutionary *fraternité* (brotherhood) between peoples of all backgrounds. Would revolutionary fraternity include women, African slaves, and Jews in the new democratic polity? French men and women debated these questions in ways that have had a direct impact on our contemporary discussions of race, gender, religious freedom and ethnicity. In this course, we will explore these debates, their Enlightenment roots, and the legacy of these debates for France's minorities today.

Students will be introduced to various types of historical sources (rare books, art, opera, plays), as well as to the lively historiographical debates between historians of France concerning methodology, politics, and the goal of historical research.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, oral reports, 1-2 short papers, a 15- to 20-page research paper, and a final examination (may be an oral and/or take-home exam); the class will also be expected to go on a couple of field trips

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

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

Enrollment Limit: 19

Expected Class Size: 15-19

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: HIST Group C Electives - Europe and Russia, HIST Group P Electives - Premodern, JWST Elective Courses

WGSS 131(S) Global Queer Politics and Theory

Crosslistings: PSCI 131/WGSS 131

Secondary Crosslisting

In this course we explore, in a global context, the politics and theories of gay, lesbian, bisexual, transsexual, queer, and two-spirit persons. Despite stunning recent developments in the US and Western Europe regarding the rights, visibility and security of gays and lesbians, from a global perspective matters look quite different. New laws criminalizing homosexuality have been enacted in India and Nigeria. Transnational activism against such laws is slandered as neo-colonial even as India's legislation, for example, revives forms of criminalization first imposed by the British Empire. In the US itself, the advance of marriage equality may be an outlier: legislation against employment discrimination has stalled at the federal level and in most states. We analyze these and related issues, including those confronted by queers of color and indigenous two-spirit, third and fourth gender persons, using the tools of political theory.

Class Format: seminar

Requirements/Evaluation: papers, participation, exam

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: first-year or second year students

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements: Division 2

Other Attributes: PSCI Political Theory Courses

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joshua Vandiver

WGSS 152(S) The Fourteenth Amendment and the Meanings of Equality (D) (W)

Crosslistings: HIST 152/WGSS 152

Secondary Crosslisting

For more than a century, 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 "due process," "privileges and immunities," "equal protection," and "life, liberty or property"; the rise, fall, and rebirth of substantive due process; and the battles over incorporating the Bill of Rights into the 14th Amendment. We will pay particular attention to how debates over the 14th Amendment have shaped and been shaped by the changing meanings of racial and gender equality, and how the 14th Amendment has transformed the promise and experience of American citizenship.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class discussion, three short analytical papers, and a final research paper

Extra Info: not available for the fifth course option

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

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

Enrollment Limit: 19

Expected Class Size: 15-19

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, HIST Group F Electives - U.S. + Canada, JLST Enactment/Applications in Institutions

Spring 2017

SEM Section: 01 MW 07:00 PM 08:15 PM Instructor: Sara Dubow

WGSS 177(S) Gender and Sexuality in Music (D)

Crosslistings: MUS 177/WGSS 177

Secondary Crosslisting

This course explores key themes in the expression of gender and sexuality through music. It draws from primarily 21st century examples, across cultures and genres, ranging from pop boy bands to Indian bhangra dance to the musical avant-garde. Themes will include: communicating gendered ideals, dance and embodiment, transgressive performances, biography and subjectivity, intersectionality, music and sexual violence, and marketing. We will explore the ways in which ideas and identities related to sex and gender are formulated and mobilized in music's performance and consumption. Inevitably, issues of sound and stagecraft intersect with factors such as race, age, and class further inform 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. This course fulfills the EDI requirement, owing both to its comparative approach and its focus on issues of power and privilege.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, two 4- to 6-page papers, Midterm paper, a Final paper/project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: students with some musical experience

Enrollment Limit: 19

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Exploring Diversity

Spring 2017

LEC Section: 01 MR 01:10 PM 02:25 PM Instructor: Corinna Campbell

WGSS 178T Marriage and the American Nation (W)

Crosslistings: HIST 178/WGSS 178

Secondary Crosslisting

This tutorial explores the transformation of marriage as an institution, idea, and experience from colonial times through the beginning of the twenty-first century. What is marriage? Is it a private agreement or a public contract? A legal bond or a religious sacrament? A right or a privilege? Who can enter it? Who determines when it is over, and on what grounds? Examining the long history of American debates about these questions, we will consider the complex ways that beliefs and policies regarding marriage have affected national understandings of gender roles, of racial difference, of the meaning of citizenship, and of the function and reach of government. We will explore many of the controversies associated with marriage over the last 400 years, including interracial marriage, polygamy, divorce, domestic violence, property rights, custody, cohabitation, working mothers, and same-sex marriage.

Class Format: tutorial

Requirements/Evaluation: students meet in wkly 1-hr sessions with the instructor & a classmate; each wk, students will alternate between writing a 5- to 7-pg paper on the assigned readings (presented orally in class) & writing & presenting a 2-pg critique of classmate's paper

Extra Info: the course will conclude with a final paper that examines one of the issues raised in class in greater depth may not be taken on a pass/fail basis

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

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

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2, Writing Intensive

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

Not Offered Academic Year 2017

TUT Instructor: Sara Dubow

WGSS 200 Nordic Lights: Literary and Cultural Diversity in Modern Scandinavia (D)

Crosslistings: COMP 212/WGSS 200

Secondary Crosslisting

Mythologized as the land of the aurora borealis and the midnight sun, Scandinavia's five distinct nations—Iceland, Norway, Sweden, Denmark, and Finland—are often mistakenly associated with blond-haired and blue-eyed uniformity. Modern Scandinavia, however, is a place of great social and cultural diversity. From medieval Viking sagas to contemporary Nordic rap, the Scandinavian literary tradition is rich in tales of global exploration, childhood imagination, sexual revolution, and multicultural confrontation. Through readings of nineteenth-century drama, twentieth-century novels, and twenty-first century cinema, we will investigate a wide range of issues on class, ethnicity, and identity, including the indigenous reindeer-herding Sami people, Danish colonialism and the Greenlandic Inuit, Norwegian collaboration and resistance during World War II, and Nordic emigration (to North America) and immigration (from Africa, Asia, Latin America, and the Middle East). Discussion will also focus on Scandinavia's leadership in gender equality and sexual liberation, Scandinavian political isolation and integration (into both the UN and the EU), and the global effects of Nordic pop (ABBA to Bjork), glamour (Greta Garbo to Helena Christensen), technology (Volvo to Nokia), and design (IKEA to H&M). Readings to include works by Henrik Ibsen, August Strindberg, Hans Christian Andersen, Karen Blixen, Astrid Lindgren, Halldór Laxness, Reidar Jönsson, and Peter Hoeg. Films to include works by Ingmar Bergman, Lasse Hallström, Bille August, Colin Nutley, Lukas Moodysson, Josef Fares, Tomas Alfredson and Tomas Vinterberg. *All readings and discussions in English.*

Class Format: seminar

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

Prerequisites: none

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

Enrollment Limit: 15

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Exploring Diversity

Other Attributes: FMST Related Courses, WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

SEM Instructor: Brian Martin

WGSS 201 War and Resistance: Two Centuries of War Literature in France, 1804-2004

Crosslistings: RLFR 202/WGSS 201

Secondary Crosslisting

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

Class Format: seminar

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

Prerequisites: exceptional performance in RLFR 105; strong performance in RLFR 106 or 107; successful performance in RLFR 201 or 203; or by French placement exam; or by permission of instructor.

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

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM Instructor: Brian Martin

WGSS 202(S) Introduction to Sexuality Studies (D)

This course will offer an introduction to the burgeoning interdisciplinary field of gay/lesbian/bisexual/transgender/queer 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. Subjects covered may include the following: histories of sexualities in the U.S., feminism and its relation to queer studies; how sexuality is racialized; transgender and intersex theory and activism; globalization and sexuality; and strategies of resistance and visibility such as those evidenced by AIDS activism/theory and debates over gay marriage. An essential part of the course will be exploring how race, class, religion, and nationality contribute to the construction and lived experience of modern gender and sexual identities. Readings may include works by Foucault/Butler, Sedgwick, Warner, Berlant, Stryker, Puar, Ferguson, Muñoz, Freeman, El-Tayeb, Halberstam, Crimp, Lorde, Najmabadi, and Massad. This class meets the requirements of the Exploring Diversity Initiative in that it emphasizes empathetic understanding of gender and sexual diversity; studying relations of power and privilege as they apply to sexual, gender, racial, class and national identities and practices; and foregrounds critical theorization of gender and sexuality.

Class Format: discussion

Requirements/Evaluation: 5-page paper, paper proposal and annotated bib, 8- to 10-page final paper, glow posts and other short informal writings

Prerequisites: none

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

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: AMST Critical and Cultural Theory Electives, WGSS Racial Sexual + Cultural Diversity Courses

Spring 2017

SEM Section: 01 MW 07:00 PM 08:15 PM Instructor: Gregory Mitchell

WGSS 203 Chicana/o Film and Video (D)

Crosslistings: LATS 203/ARTH 203/WGSS 203/AMST 205

Secondary Crosslisting

Hollywood cinema has long been fascinated with the border between the United States and Mexico. This course will examine representations of the U.S.-Mexico border, Mexican Americans, and Chicana/os in both Hollywood film and independent media. We will consider how positions on nationalism, race, gender, identity, migration, and history are represented and negotiated through film. We will begin by analyzing Hollywood "border" and gang films before approaching Chicana/o-produced features, independent narratives, and experimental work. This course will explore issues of film and ideology, genre and representation, nationalist resistance and feminist critiques, queer theory and the performative aspects of identity. Through a focus on Chicana/o representation, the course explores a wide spectrum of film history (from the silent era to the present) and considers numerous genres. By introducing various interdisciplinary approaches and theoretical methods related to race, representation, and the media, the course fulfills the Exploring Diversity Initiative's themes of critical theorization and power and privilege.

Class Format: film screenings will be scheduled as a lab

Requirements/Evaluation: evaluation will be based on one short paper, mid-term exam, final exam and take home essays

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 20

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS or WGSS; meets Division 1 requirement if registration is under ARTH

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: AMST Arts in Context Electives, AMST Comp Studies in Race, Ethnicity, Diaspora, ARTH post-1600 Courses, FMST Core Courses, GBST Borders, Exiles + Diaspora Studies Electives, LATS Core Electives

Not Offered Academic Year 2017

LEC Instructor: C. Ondine Chavoya

WGSS 204 The Experience of Sexuality: Gender & Sexuality in 20th-century American Memoirs (D)

Crosslistings: WGSS 204/COMP 244

Primary Crosslisting

Focusing on first-person accounts of LGBTQ sexualities, this course examines how changing social and political realities have affected sexual desires and identities, and how individuals represent their experiences of these historical and conceptual shifts. How do these representations of sexuality challenge prevailing ideas about desire and identity? How do they navigate the gender limitations imposed by our language? How do other social identifications, such as race, ethnicity, class, and gender, shape these experiences of sexuality? We will read memoirs, autobiographies, and personal essays that reflect a range of LGBTQ identities and experiences, including works by Martin Duberman, Audre Lorde, Leslie Feinberg, Alison Bechdel, Reinaldo Arenas, Kate Bornstein, Gloria Anzaldúa, Samuel Delany, David Wojnarowicz, and Michelle Tea. These narratives will be accompanied by a variety of queer and feminist theories of sexuality, some of which interrogate the historical and conceptual limitations of "experience" and "identity." This course fulfills the requirements of the Exploring Diversity Initiative in that it investigates institutions of power and privilege as they have impacted LGBTQ communities, emphasizes empathetic understanding of gender and sexual diversity, and focuses on critical theorization of intersecting differences and identities.

Class Format: seminar

Requirements/Evaluation: intensive reading; active class participation; two 5-page papers and final 10-page paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: Women's Gender & Sexuality Studies majors

Enrollment Limit: 20

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2, Exploring Diversity

Not Offered Academic Year 2017

SEM Instructor: Margaux Cowden

WGSS 205(F) Gender and Economics

Crosslistings: ECON 203/WGSS 205

Secondary Crosslisting

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

Class Format: lecture/discussion

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

Prerequisites: ECON 110

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 2

Other Attributes: FYCR Open to First-Year Students, POEC U.S. Political Economy + Public Policy Course

Fall 2016

LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Lucie Schmidt

WGSS 207T(F) She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings (W)

Crosslistings: AFR 205/COMP 236/WGSS 207

Secondary Crosslisting

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been

persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, *The Bluest Eye* (1970), *Sula* (1973), *Song of Solomon* (1977), *Love* (2003) and *God Help the Child* (2015). In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Class Format: tutorial

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

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

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under AFR or WGSS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: AFR Core Electives, AMST Arts in Context Electives

Fall 2016

TUT Section: T1 TBA Instructor: VaNatta Ford

WGSS 209 Poverty in America

Crosslistings: PSCI 209/WGSS 209

Secondary Crosslisting

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

Class Format: lecture/discussion

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

Prerequisites: none

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

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 2

Other 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 Academic Year 2017

LEC Instructor: Cathy Johnson

WGSS 210 Culture and Incarceration

Crosslistings: PSCI 210/AFR 210/AMST 210/WGSS 210/INTR 210

Secondary Crosslisting

This seminar examines incarceration, immigration detention centers, and the death penalty from historical and contemporary perspectives.

Students will study and examine interdisciplinary texts as well primary sources (legislature and criminal codes and writings by the incarcerated). The emphasis will be on the study of social attitudes concerning ethnic groups, gender/sexuality and class as they pertain to a "penal culture" in the United States.

Class Format: seminar

Requirements/Evaluation: attendance and active participation (10%); collective/group presentations (30%); four 5-page double spaced e-papers (60%)

Prerequisites: none

Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor

Enrollment Limit: 15

Distributional Requirements: Division 2

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, JLST Enactment/Applications in Institutions

Not Offered Academic Year 2017

SEM Instructor: Joy James

WGSS 211 Gender in the Global Economy

Crosslistings: WGSS 211/ECON 211

Primary Crosslisting

This course will present a feminist economic analysis of the global economy, and some of the urgent issues facing women in poor countries. The course will start by developing theoretical resources: these will include feminist critiques of economics theory, work on care labor and the shifting boundaries between markets, governments and households, theories of household bargaining, 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 the 'invisible assembly line'; the economics of sex work and global sex trafficking; microcredit; the economics of the HIV/AIDS pandemic. We will finish by looking at community-based activism, non-governmental organizations, and the possibilities for first-world/third-world alliances.

Class Format: lecture/discussion

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

Extra Info: additional requirements: two oral responses to seminar papers; two 2-page seminar response papers; one response to a peer's final paper

Prerequisites: none

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

Enrollment Limit: 30

Expected Class Size: 20

Distributional Requirements: Division 2

Other Attributes: GBST Economic Development Studies Electives, POEC International Political Economy Courses, WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

SEM Instructor: Kieran Honderich

WGSS 212 Ethics and Reproductive Technologies (W)

Crosslistings: PHIL 212/WGSS 212

Secondary Crosslisting

In her groundbreaking book, *The Tentative Pregnancy*, Barbara Katz Rothman writes that "[t]he technological revolution in reproduction is forcing us to confront the very meaning of motherhood, to examine the nature and origins of the mother-child bond, and to replace—or to let us think we can replace—chance with choice." Taking this as our starting point, in this course we will examine a number of conceptual and ethical issues in the use and development of technologies related to human reproduction, drawing out their implications for such core concepts as "motherhood" and "parenthood," family and genetic relatedness, exploitation and commodification, and reproductive rights and society's interests in reproductive activities. Topics will range from consideration of "mundane" technologies such as in vitro fertilization (IVF), prenatal genetic screening and testing, and surrogacy, to the more extraordinary, (possibly) including pre-implantation genetic (diagnosis) (PGD), post-menopausal reproduction, post-mortem gamete procurement, reproductive cloning and embryo splitting, and in utero medical interventions. 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, four to five short reflection papers, and two longer papers (5-10 pages)

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

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

Enrollment Limit: 19

Expected Class Size: 19

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

Distributional Requirements: Division 2, Writing Intensive

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

Not Offered Academic Year 2017

LEC Instructor: Julie Pedroni

WGSS 213T Race, Gender, and the Alien Body: Octavia Butler's Science Fiction (W)

Crosslistings: AFR 213/WGSS 213

Secondary Crosslisting

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

Class Format: tutorial

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

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

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2, Writing Intensive

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

Not Offered Academic Year 2017

TUT Instructor: Rhon Manigault-Bryant

WGSS 214 From Putin to Pussy Riot: Discourses of Post-Soviet Gender (D)

Crosslistings: RUSS 213/GBST 213/WGSS 214/COMP 257

Secondary Crosslisting

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. For example, Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin's regime by performing in day-glo balaclavas in Russia's largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press's fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West.

This course is part of the Exploring Diversity Initiative because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

All readings will be in English.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, response papers based on assignments for class, 2 papers (3-5 pages each) on relevant current events in the post-Soviet world, and a final project

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: none

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS

Distributional Requirements: Division 1, Exploring Diversity

Other Attributes: GBST Russian + Eurasian Studies Electives

Not Offered Academic Year 2017

SEM Instructor: Julie Cassiday

WGSS 219T(F) Women in National Politics (W)

Crosslistings: INTR 219/PSCI 219/WGSS 219

Secondary Crosslisting

This tutorial focuses on the writings and memoirs of women who have shaped national political and electoral/campaign culture in the 20th and early 21st centuries. Women studied include: Fannie Lou Hamer, Barbara Jordan, Shirley Chisholm, Lani Guinier, Madeleine Albright, Hillary Clinton, Condoleezza Rice, Sarah Palin, Nancy Pelosi.

Class Format: tutorial

Requirements/Evaluation: brief analytical papers and response papers for each week's readings

Extra Info: may not be taken on a pass/fail basis, not available for the fifth course option

Prerequisites: none

Enrollment Preferences: juniors and seniors, sophomores with permission of instructor

Enrollment Limit: 10

Distributional Requirements: Division 2, Writing Intensive

Fall 2016

TUT Section: T1 TBA Instructor: Joy James

WGSS 222 Women on the Verge

Crosslistings: RLSP 220/WGSS 222

Secondary Crosslisting

From the early twentieth century to the present day, the radical changes in the lives of Spanish women have clearly reflected the tug of war between progress and tradition in recent Spanish history. The dramatic upheavals in Spanish politics have marked and transformed the lives of women to such a great extent that one can often gauge the political and social climate of any given historical moment by considering how the role of women was defined by the law, the Catholic church, education, and other social and political institutions. Using literary and historical texts as well as films and graphic materials, this course will look at the transformations in the public and

private lives of Spanish women during the following periods: the turn of the century, the Second Republic, the Spanish Civil War, the Franco years, and the transition to democracy.

Class Format: seminar

Prerequisites: RLSP 105, or RLSP 200, or results of Williams College Placement Exam, or permission of instructor

Enrollment Preferences: Spanish and Comparative Literature majors

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under RLSP; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Not Offered Academic Year 2017

SEM Instructor: David Colbert-Goicoa

WGSS 224 Sexuality and Seduction in Nineteenth and Twentieth-Century France (D)

Crosslistings: RLFR 224/WGSS 224

Secondary Crosslisting

In 1857, both Flaubert's *Madame Bovary* and Baudelaire's *Les Fleurs du mal* were put on trial for sexual indecency and "crimes against public morality." In 1868, *Le Figaro* attacked Zola's novel *Thérèse Raquin* as "putrid literature" for its depiction of adultery, murder, and scandalous sexuality in nineteenth-century Paris. A century later, Gide, Colette, and Duras continued to shock French readers with their extraordinary novels on male and female homosexuality, inter-generational lovers, and bi-racial relationships. In this course, we will examine a wide range of issues on eroticism and sexuality in nineteenth- and twentieth-century French literature, including marriage and adultery, seduction and desire, love and betrayal, prostitution and fetishism, gay and lesbian identity, cross-dressing and gender representation, exoticism and colonial (s)exploitation. Readings to include novels, short stories, and poems by Chateaubriand, Constant, Duras, Balzac, Flaubert, Baudelaire, Zola, Maupassant, Barbey d'Aureville, Gide, Proust, Colette, Duras, and Guibert. *Conducted in French.*

Class Format: seminar

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

Prerequisites: RLFR 106 or 107; another 200-level course such as RLFR 201, 202, 203; or by placement test; or by permission of instructor

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

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Exploring Diversity

Not Offered Academic Year 2017

SEM Instructor: Brian Martin

WGSS 226(S) Gender and the Dancing Body in America

Crosslistings: DANC 226/WGSS 226/AMST 226

Secondary Crosslisting

This course posits that the dancing body is a particularly rich site for examining the history of gender and sexuality in America. Starting off the semester with the Puritans' anti-dance treatises and finishing with controversies about twerking, we will analyze how various Americans have used dance to construct and challenge normative values about gender and sexuality. We will pay particular attention to the intersections of race and class with gender, for example looking at how working-class white men danced in drag and blackface in minstrelsy performance in the mid-19th century, and how a moral panic arose when upper-class women attended "tango teas" in New York to dance with working-class immigrant men. We will examine a wide range of dance genres, from stage performance to popular forms to dance on television, and attend live dance performances in the area. No previous dance experience required.

Class Format: seminar

Requirements/Evaluation: participation, reading responses, viewing responses, short midterm paper, final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: WGSS majors

Enrollment Limit: 20

Expected Class Size: 10-15

Distribution Notes: meets Division 1 requirement if registration is under DANC; meets Division 2 requirement if registration is under WGSS or AMST

Distributional Requirements: Division 1

Spring 2017

SEM Section: 01 TR 11:20 AM 12:35 PM

WGSS 228(F) Feminist Bioethics (D) (W)

Crosslistings: PHIL 228/WGSS 228

Secondary Crosslisting

In this course we'll explore the ways in which feminist approaches to moral thinking have influenced both the methodology and the content of contemporary bioethics. The first portion of the course will address the emergence of the "Ethics of Care," critically assessing its origins in feminist theory, its development within the context of the caring professions, and its potential as a general approach to bioethical reasoning. The second portion of the course will use feminist philosophy to inform our understanding of the ways in which gender structures the individual's interactions with the health care system. To do this we'll explore topics that might traditionally be considered "women's issues" in health care, 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. As a course offered under the Exploring Diversity Initiative, this class is designed to improve students' ability to recognize both the existence and the effects of gender disparities within the health care context, and in particular, how power and privilege within and beyond medicine contribute to gender inequalities in health and medical treatment. Moreover, students will theorize about ways of conceptualizing and of reforming health care interactions in order to reduce or eliminate those gender inequalities.

Class Format: lecture/discussion

Requirements/Evaluation: active participation in class discussions, two mid-length papers (7-10 pp. each), one oral presentation, and periodic short writing assignments (four or five, app. 2 pp. each)

Prerequisites: none, although previous coursework in WGSS is desirable

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

Enrollment Limit: 19

Expected Class Size: 8-10

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

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

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

Fall 2016

LEC Section: 01 TF 02:35 PM 03:50 PM Instructor: Julie Pedroni

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

Crosslistings: WGSS 230/AFR 230

Primary Crosslisting

The global pandemic of HIV/AIDS is now entering into its fourth decade. Throughout this history sexuality, gender and race and inequality have played a central role in the spread of the virus, and its apparent entrenchment in certain communities. This class will use a gendered, interdisciplinary perspective to investigate the pandemic's social, economic and political causes, impact, and conundrums—the problems it poses for scholarship, activism, public policy, and public health. Issues discussed will include the role of transaction sex and economic structures in both susceptibility to HIV and vulnerability to its impact; stigma and its challenges for HIV prevention, testing and treatment uptake; the role of positive youth in the next stages of the pandemic; and the evolving expressions of biopower in the global AIDS response. The class will look at examples of successful policies and activism as well as the failures, corruption and complacency that have characterized the global pandemic. There will be a particular geographical focus on experiences in the U.S. and sub-Saharan Africa. The class is an EDI course because of its focus on diversity and difference, as they shape the different ways that the HI virus plays out on the bodies of people in different global locations, and its discussion of the ways that global and local contexts of colonialism, patriarchy, and heteronormativity have inevitably shaped relationships between policy makers, researchers, activists, and those living with HIV and ultimately the content of their policies and interventions.

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

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

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: PHLH Social Determinants of Health

Not Offered Academic Year 2017

SEM Instructor: Kiaran Honderich

WGSS 231(F) Sexuality and Imperialism (D)

Crosslistings: WGSS 231/COMP 234

Primary Crosslisting

This course takes as its central premise that the definition and experience of modern sexuality are intimately bound to nineteenth-century imperialism and its legacies. How did imperial power relations help to constitute racial and sexual categories and classifications? To what extent did sexual norms in both the colonies and European metropole contribute to the "management of empire"? In what ways can this historical and intellectual framework help us understand contemporary phenomena such as homonationalism and pink-washing? We will explore these questions through the study of novels, films, and a variety of other cultural and historical texts, ranging from Freud's *Totem and Taboo* and Foucault's *History of Sexuality* to André Gide's accounts of sexual tourism in colonial Algeria and Fanon's analysis of the devastating psychological effects of colonialism. As part of the Exploring Diversity Initiative, this class will foster an awareness of how the economic and political structures of imperialism affected sexual diversity (and vice versa), and how colonial social hierarchies created differing and unequal sexual expectations, restrictions, and freedoms in individual lives.

Class Format: seminar

Requirements/Evaluation: two or three 3-page papers, a 6- to 8-page final essay, a presentation on the final essay topic, and engaged participation

Prerequisites: none

Enrollment Preferences: Women's Gender & Sexuality Studies majors

Enrollment Limit: 25

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2, Exploring Diversity

Fall 2016

SEM Section: 01 Cancelled

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

Crosslistings: LATS 231/AMST 231/WGSS 232

Secondary Crosslisting

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

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

Enrollment Limit: 12

Expected Class Size: 10

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: AMST Arts in Context Electives, AMST Comp Studies in Race, Ethnicity, Diaspora, FMST Core Courses, LATS Comparative Race + Ethnic Studies Electives, LATS Core Electives, WGSS Racial Sexual + Cultural Diversity Courses

Spring 2017

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Maria Elena Cepeda

WGSS 234 Masculinities (W)

Crosslistings: WGSS 234/ANTH 234

Primary Crosslisting

What does it mean to be a man? This course approaches masculinity in its various forms as a culturally constructed category and as an achieved aspect of social identity. We will look at characteristics of manhood as they are imagined cross-culturally: man as warrior, lover, husband, father, protector, provider, disciplinarian, abuser; we will look at how manhood is variously achieved and how it can be lost; and we will look at forms of masculinity as they articulate with modes of sexuality and gender. The course will make extensive use of cinema in exploring these themes.

Class Format: seminar

Requirements/Evaluation: attendance at film screenings, active leading and participation in class discussions, two 7-page papers, final 12-page paper

Prerequisites: none; open to all

Enrollment Preferences: Anthropology and Sociology majors and to achieve gender balance

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements: Division 2, Writing Intensive

Not Offered Academic Year 2017

SEM Instructor: Peter Just

WGSS 236 Sex, Gender, and Political Theory

Crosslistings: PSCI 236/WGSS 236

Secondary Crosslisting

This course offers a feminist reading of key concepts in the study of politics: freedom, justice, equality, obligation, representation, alienation, and objectification. Each of these terms will be considered in relation to problems of political exclusion and social stratification that persist in democracies, with particular attention to inequalities based on sex, gender, race, and class. Is welfare a problem for freedom theory? In what way might a pregnancy be experienced as a form of alienation, and how does this pose a challenge for theories of justice? Is it possible to treat another person as an equal and at the same time an object of one's sexual

desire? We will identify the analytical tools and strategies that feminist theorists have employed in order to bring these and other concerns into political science scholarship, reconstructing traditional ideas of politics and public life in the process. Theorists whose work we will read include Susan Moller Okin, Nancy Hirschmann, Martha Nussbaum, Iris Marion Young, Drucilla Cornell, Gayatri Spivak, Dorothy Roberts, Judith Butler, Linda Zerilli and Catherine Mackinnon.

Class Format: lecture/discussion

Requirements/Evaluation: one oral presentation, one response paper (1 page), and three essays (6-8 pages)

Prerequisites: none

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

Enrollment Limit: 25

Expected Class Size: 21

Distributional Requirements: Division 2

Other Attributes: AMST Critical and Cultural Theory Electives, JLST Interdepartmental Electives, PSCI Political Theory Courses, WGSS Theory Courses

Not Offered Academic Year 2017

LEC Instructor: Nimu Njoya

WGSS 238 Science, Gender and Power

Crosslistings: PSCI 239/WGSS 238

Secondary Crosslisting

This course considers debates in feminism about the relationship between science, gender and power in politics. On the one hand, shifting ideas about gender have influenced the development of the sciences through history: for example, some feminists argue that science has historically been premised upon a view of women as objects, not subjects, of knowledge. On the other hand, shifting ideas about science have strongly influenced the development of feminist theory and practice: for example, debates about reproductive rights are often couched in terms of a conflict between reliable scientific knowledge of embryos, STDs, etc. and an unscientific, patriarchal worldview. Do science and technology serve to transform or reinforce power imbalances based on gender, race, and sexuality? Should feminist theory embrace objectivity and model itself upon scientific procedures of knowledge production? Or should feminists reject objectivity as a myth told by the powerful about their own knowledge-claims and develop an alternative approach to knowledge? What is "objectivity" anyway, and how has this norm changed through history? What kinds of alternatives to objectivity exist, and should they, too, count as "science"? Rather than treating science as a monolith, we will endeavor to understand the implications of various sciences—as practiced and envisioned in various, historically specific situations—for gender and politics. Readings may include texts by Rene Descartes, Andreas Vesalius, Londa Schiebinger, Anne Fausto-Sterling, Helen Longino, Nancy Harstock, Sandra Harding, bell hooks, Donna Haraway, Mary Hawkesworth, and Octavia Butler.

Class Format: seminar

Requirements/Evaluation: three 5- to 7-page papers and class participation

Prerequisites: none

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

Enrollment Limit: 25

Expected Class Size: 21

Distributional Requirements: Division 2

Other Attributes: PSCI Political Theory Courses, SCST Related Courses, WGSS Theory Courses

Not Offered Academic Year 2017

SEM Instructor: Laura Ephraim

WGSS 240(S) Performing Masculinity in Global Popular Culture (D)

Crosslistings: WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240

Primary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 8-10 page final paper, short field trip reaction essay

Prerequisites: none

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

Distributional Requirements: Division 2, Exploring Diversity

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

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Gregory Mitchell

WGSS 241T Sex and Gender in Ancient Greece and Rome (D) (W)

Crosslistings: CLAS 241/COMP 241/WGSS 241

Secondary Crosslisting

In the ancient Mediterranean world, sexuality and gender shaped a broad range of attitudes and actions. These categories created and reinforced difference in virtually every aspect of life, from the household to the political arena. This course examines the diverse discourses and practices around sexuality and gender in the cultures of ancient Greece and Rome, while also dismantling false assumptions about the continuity of the "classical" past with our own contemporary norms and values. We will carefully analyze, contextualize, and compare a variety of texts, including selections from tragedy and comedy (Euripides, Terence), epic (Homer, Ovid) and lyric poetry (Sappho, Catullus), novels, epitaphs, and early saints' lives, in order to gain a deeper and more complex understanding of 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 framework through which we approach those primary sources. The course fulfills the EDI requirement by providing sufficient context for students to make independent investigations of how literary and religious texts and practices engaged with political and social institutions to maintain different life courses and different systems of reckoning for the value of men's lives, women's lives, and the lives of individuals who didn't fit easily into either category. Additionally, the course will promote students' capacity to critically evaluate two past cultures that have long been important sources for intellectual and cultural traditions in the West, and which are still invoked today, sometimes misleadingly, to explain or justify positions and practices of privilege or oppression.

Class Format: tutorial

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

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

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under CLAS or COMP; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Amanda Wilcox

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

Crosslistings: REL 242/ARAB 242/WGSS 242

Secondary Crosslisting

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.

Class Format: seminar

Requirements/Evaluation: active class participation (including a presentation on the reading materials), short weekly reflections, and one final research paper (10-15 pages)

Prerequisites: none

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

Enrollment Limit: 19

Expected Class Size: 10

Distributional Requirements: Division 2

Spring 2017

SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Saadia Yacoub

WGSS 243(F) Islamic Law: Past and Present

Crosslistings: REL 243/ARAB 243/HIST 302/WGSS 243

Secondary Crosslisting

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.

Class Format: seminar

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

Prerequisites: none

Enrollment Preferences: majors

Enrollment Limit: 19

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements: Division 2

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

Fall 2016

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Saadia Yacoub

WGSS 244T(S) Actually Existing Alternative Economies (D) (W)

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 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 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.' In this tutorial we will learn and debate about some of the activities being named and built under this label, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, open source development, 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, to examples in post-Independence Africa. The ILO declared 2012 the International Year of Cooperatives and argued that they are a particularly appropriate form to African development. Is this plausible, and what role might coops play in AIDS-affected communities? 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? And finally, why is the solidarity economy now so much more advanced in other countries than the US? The course fulfills the Exploring Diversity Initiatives requirement because of its central focus on the diversity of economic institutions within and across countries.

Class Format: tutorial

Requirements/Evaluation: students will meet Professor every week in pairs. Each week one student will write a 5- to 7-page essay and the other student will offer a critique

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to sophomores and above

Enrollment Preferences: seniors

Enrollment Limit: 10

Expected Class Size: 8

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Spring 2017

TUT Section: T1 Cancelled

WGSS 245 (Re)presenting Sex: Shakespeare on Page and Stage

Crosslistings: EXPR 245/THEA 245/WGSS 245

Secondary Crosslisting

This experimental course approaches the question of how sex and sexual identity are portrayed in Shakespeare from two different directions—close reading focused on the page and acting centered on the stage. These two critical modes—reading the text versus performing the script—are often treated in compartmentalized fashion as separate, even incompatible activities. Our goal is to take up the challenge of bringing the two perspectives together within the framework of a single, integrated course. The teaching method is to bridge the gap between the two modes not by magically dissolving, but by actively engaging, the tensions between them. For example, no performance can include all the possible interpretations; performance decisions raise questions about what alternatives have been left out. Similarly, when all interpretive possibilities are held in imaginative suspension, the specifics of bodily movement and face-to-face interaction whose meanings emerge when enacted are lost. We propose to put the two orientations in a productive and innovative dialogue that enables students to experience the tension from both sides, to articulate the opportunities and limits of each side, and to combine their respective strengths. The mix of assignments (papers and scene work) will vary depending on whether students designate themselves as primarily scholars or actors, but some overlap will be built in to ensure that scholars gain understanding of acting and actors gain access to scholarship. All students will be expected to demonstrate versatility in traversing the full spectrum from interpretation through reading to interpretation through performance. The specific topic that will bring these theoretical issues into focus

is the matter of sex and sexual identity, as illuminated through the analysis of language, psychology, and theatrical embodiment. Six plays will be studied in depth: *The Merchant of Venice*, *Twelfth Night*, *Othello*, *King Lear*, *Antony and Cleopatra*, and *The Winter's Tale*.

Class Format: lecture/discussion, with additional periods set aside for scene presentation

Requirements/Evaluation: evaluation will be based on several short papers and a final exam All students will take the final: "scholar" students will have rigorous expectations in the writing of papers; "actor" students will have intensive (graded) performance expectations

Prerequisites: none; students wishing to enroll as Acting Students should consult with instructors

Enrollment Limit: 20

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under EXPR or THEA; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

WGSS 246T(F) India's Identities: Reproducing the Nation, Community and Individual (D) (W)

Crosslistings: REL 246/ANTH 246/WGSS 246/ASST 246

Secondary Crosslisting

This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions — Hindu/Muslim, rich/poor, high caste/outcaste, male/female? What are the historic roots and ongoing causes that produce structural violence around these axes of difference? We pay particular attention to key moments (Partition, communal riots in Gujarat in 2003, Hyderabad in 1990, Delhi in 1984), and places (Punjab, Bengal, Jammu & Kashmir) for our analysis of how religion, gender, and caste intersect to produce a landscape of communal violence, social hierarchy, and fragmented subjectivity in India today. We are as interested in discourses and practices that shore up these binaries as well as the third terms that attempt to transcend or diffuse them. For instance, we look at how Buddhism is and is not a middle path between Hindu/Muslim conflict in Indian Kashmir. Our course readings include ethnographic, sociological, and historical analyses, as well as oral histories and popular media. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical & social changes in India.

Class Format: tutorial

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

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

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

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

Fall 2016

TUT Section: T1 TBA Instructor: Kim Gutschow

WGSS 248T Carmen, 1845 to Now (D) (W)

Crosslistings: MUS 278/WGSS 248

Secondary Crosslisting

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

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

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Preferences: sophomores and juniors

Enrollment Limit: 10

Expected Class Size: 8

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Jennifer Bloxam

WGSS 249 Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) (W)**Crosslistings:** REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248**Secondary Crosslisting**

This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions—India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam—as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross-cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.

Class Format: seminar**Requirements/Evaluation:** the course has weekly writing, more than 20 pages total, and there is student-faculty feedback every week including a week dedicated to a one-one writing feedback session between student and instructor**Prerequisites:** none**Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology**Enrollment Limit:** 19**Expected Class Size:** 19**Distributional Requirements:** Division 2, Exploring Diversity, Writing Intensive**Other Attributes:** GBST South + Southeast Asia Studies Electives, PHLH Bioethics + Interpretations of Health, PHLH Reproductive, Maternal and Child Health, WGSS Racial Sexual + Cultural Diversity Courses*Not Offered Academic Year 2017*

SEM Instructor: Kim Gutschow

WGSS 250T(F) Gender, Sexuality and Modern Performance (D) (W)**Crosslistings:** THEA 250/ENGL 253/WGSS 250/COMP 247**Secondary Crosslisting**

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

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

may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none**Enrollment Preferences:** sophomores and above; majors in Theatre, English or Women's, Gender and Sexuality Studies**Enrollment Limit:** 10**Expected Class Size:** 10**Distribution Notes:** meets Division 1 requirement if registration is under THEA, COMP or ENGL; meets Division 2 requirement if registration is under WGSS**Distributional Requirements:** Division 1, Exploring Diversity, Writing Intensive**Other Attributes:** AMST Arts in Context Electives, PERF Interdepartmental Electives, WGSS Theory Courses*Fall 2016*

TUT Section: T1 TBA Instructor: Amy Holzapfel

WGSS 251 Arab Women Memoirs: Writing Feminist History**Crosslistings:** ARAB 252/COMP 252/WGSS 251/HIST 309**Secondary Crosslisting**

This course reviews selected autobiographical writings by Arab women writers from the wave of independence in the 20th century to the contemporary Arab uprisings, passing through all the transformations that globalization and the technosphere have instigated. We will examine the role that first-voice narrative plays in shaping literature, history and thought, while providing a space to reclaim cultural, social and political agency. Focusing on the different articulations of self-representation, our discussion will address how these women reflect on the shifting discourses of identities, gender, nationalism, religion, feminism, sexuality, politics, borders and their histories. Questions we will address include: How did these memoirs contribute to the development of Arab feminist consciousness? In addition

to the memoirs, we will look at women's blogs and watch films that focus on first-person narrative to discuss related topics, such as, visual testimonies, virtual political participation and feminist resistance in the technosphere. Required texts may include: Fadwa Tuqan (*A Mountainous Journey: An Autobiography*), Fatima Mernissi (*Dreams of Trespass: Tales of a Harem Girlhood*), Leila Ahmed (*A Border Passage: From Cairo to America—a Woman's Journey*), Fadia Faqir and Shirley Eber (*In the House of Silence: Autobiographical Essays by Arab Women Writers*), and Jumanah Haddad (*I Killed Scheherazade: Confessions of an Angry Arab Woman*), as well as critical essays and selections from autobiographical writings that reflect the diversity of Arab women in the Middle East and the diaspora.

Class Format: seminar

Requirements/Evaluation: active class participation, several short response papers, three short papers (3-5 pages), and a final paper (7-10 pages)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 25

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under ARAB or COMP; meets Division 2 requirement if registration is under HIST or WGSS

Distributional Requirements: Division 1

Other Attributes: ARAB Arabic Studies Electives, GBST Middle Eastern Studies Electives

Not Offered Academic Year 2017

SEM Instructor: Amal Ezeiq

WGSS 252 Modern Women Writers and the City (W)

Crosslistings: COMP 243/WGSS 252

Secondary Crosslisting

Ambivalence has always been a vital part of literary responses to city life. Whether they praise the city or blame it, women writers react to the urban environment in a significantly different way from men. While male writers have often emphasized alienation and strangeness, women writers have celebrated the mobility and public life of the city as liberating. We will look at issues of women's work, class politics, sexual freedom or restriction, rituals of consumption, the conservation of memory by architecture, and community-building in cities like London, New York, Berlin, Paris. We will examine novels and short stories about the modern city by writers as diverse as Virginia Woolf, Gertrude Stein, Anzia Yezierska, Ann Petry, Jean Rhys, Marguerite Duras, Margaret Drabble, Ntozake Shange, Verena Stefan and Jhumpa Lahiri and Edwidge Danticat. We will consider theoretical approaches to urban spaces by feminists (Beatriz Colomina, Elizabeth Wilson), architectural historians (Christine Boyer) and anthropologists and sociologists (Janet Abu-Lughod, David Sibley, Michael Sorkin). Several contemporary films will be discussed. *All readings in English.*

Class Format: seminar/discussion

Requirements/Evaluation: two short papers of 3-5 pages, one of 5-7 pages, and one final paper of 8-10 pages

Prerequisites: COMP 111 or a 100-level ENGL course

Enrollment Limit: 19

Expected Class Size: 19

Dept. Notes: formerly COMP 252

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Writing Intensive

Other Attributes: AMST Space and Place Electives, GBST Urbanizing World Electives

Not Offered Academic Year 2017

SEM Instructor: Helga Druxes

WGSS 253 Art in the Age of the Revolution, 1760-1860

Crosslistings: ARTH 253/WGSS 253

Secondary Crosslisting

A social history beginning with art of the pre-Revolutionary period and ending with realism. Major topics include changing definitions of neoclassicism and romanticism, the dramatic impact of the revolutions of 1789, 1830, and 1848, the monarchies and republics framing the Napoleonic Empire, the shift from history painting to scenes of everyday life, and landscape painting as an autonomous art form. We will also consider proscriptions and controversies in art-making and representation during this period. The course stresses French artists such as Greuze, Vigée-Lebrun, David, Ingres, Delacroix, Géricault, Corot, and Courbet, but also includes Goya, Constable, Turner, and Friedrich.

Class Format: lecture

Requirements/Evaluation: two-page position paper related to assigned readings, hour test, and final exam or research paper; a conference at the Clark Art Institute and a field trip to New York may also be required

Prerequisites: two semesters of ARTH 101-102, 103 or permission of instructor

Enrollment Limit: 30

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Other Attributes: ARTH post-1600 Courses

Not Offered Academic Year 2017

WGSS 254(F) Manet to Matisse**Crosslistings:** ARTH 254/WGSS 254*Secondary Crosslisting*

A social history of French painting from 1860 to 1900, beginning with the origins of modernism in the work of Courbet and Manet. Among the topics to be discussed are the rebuilding of Paris under Napoleon III; changing attitudes toward city and country in Impressionist and Symbolist art; the impact of imperialism and international trade; the gendering of public spaces, and the prominent place of women in representations of modern life. The course addresses vanguard movements such as Impressionism and Post-Impressionism and the styles of individual artists associated with them, as well as the work of academic painters.

Class Format: lecture**Requirements/Evaluation:** 2-page position paper related to assigned readings, hour test and final exam or research paper; a conference at the Clark Art Institute; a field trip to New York may also be required**Enrollment Limit:** 30**Distribution Notes:** meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS**Distributional Requirements:** Division 1*Fall 2016*

LEC Section: 01 MW 11:00 AM 12:15 PM Instructor: Carol Ockman

WGSS 255(F) "Disease" in Modern Chinese Literature and Culture (D)**Crosslistings:** CHIN 253/COMP 254/WGSS 255*Secondary Crosslisting*

From early modern anxieties about China's status as the "sick man of Asia" to contemporary concerns regarding the prospect of transnational pandemics, "diseases" and their related stories have played a critical role in making and contesting individual psychologies and Chinese modernity in the 20th and 21st centuries. Actual diseases, from tuberculosis to AIDS, constitute not only social realities that trouble political and popular minds in their own right; but further provide powerful metaphors for exploring issues of human rights, national identity, and transnational circulation.

This course examines how Chinese literature in the 20th and 21st centuries writes and visualizes "disease"—a universal human experience that is nevertheless heavily bounded by culture and history. Specifically, we examine the cultural and social meaning of "disease"; the relationship between diseases on the one hand, and the politics of body, gender, and class on the other; we ask how infectious (sexual) disease, and mental illness are defined, represented, and understood in both male and female writers' analytical essays and fictional writings in the 20th century; we examine how metaphorical "diseases," such as infectious cannibalism and fin-de-siècle "virus," are imagined and interpreted by key culture figures ranging from the founding father of modern literature (Lu Xun), to the winner of the 2012 Nobel Prize in Literature (Mo Yan), to the "Second New Wave" film director of Taiwanese Cinema (Tsai Ming-liang); and we explore how Freud's psychoanalysis and post-Freudian psychotherapy are "practiced" in literature circulated in both print and internet cultures. Throughout the course, we will focus on the interplay between literature canons (fictions, essays, and dramas) and popular media and genres: blockbuster cinemas and art house films, popular novels, photographs and posters, etc. This course meets the aims of the Exploring Diversity Initiative by fostering an empathetic understanding of various groups within China and their relationships with "disease," and by questioning the power and privilege inherent within such categories as "rural" and "urban," "science" and "literature," and "East" and "West".

Class Format: lecture/discussion**Requirements/Evaluation:** regular in-class presentation, three short papers (3-5 pages) and one final project**Prerequisites:** none**Enrollment Preferences:** none**Enrollment Limit:** 19**Expected Class Size:** 15**Distribution Notes:** meets Division 2 requirement if registration is under WGSS; meets Division 1 requirement if registration is under COMP or CHIN**Distributional Requirements:** Division 1, Exploring Diversity**Other Attributes:** PHLH Bioethics + Interpretations of Health*Fall 2016*

LEC Section: 01 TF 01:10 PM 02:25 PM Instructor: Man He

WGSS 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (D) (W)**Crosslistings:** REL 256/WGSS 256/ANTH 256/ASST 256*Secondary Crosslisting*

This course looks at how gender has shaped Buddhism as well as how Buddhism has shaped gender. Most generally, it considers the myriad ways that Buddhist soteriology and practice produce the very gender differences they purport to overcome. How have the Buddha and his far-flung disciples institutionalized gender differences in spite of their putative goal of transcending duality? We examine the varying experiences of women and men in Buddhist societies and literatures as a lens by which to analyze the pervasive operation of social and gender hierarchies. Last but not least, we discuss how well feminist and American revisions of Buddhism have transformed gender and other forms of difference. Our analysis revolves around several interdependent themes. (1) How do female and male bodies become the subject of a specific set of Buddhist gazes? What does Buddhist discourse say about the possibility of gaining enlightenment in the female body? (2) How do gender divisions reflect deeper social divisions such as class and race in Buddhist discourse? (3) How have feminist deconstructions of Buddhism transformed gender and social hierarchies in the

contemporary world? This course fulfills the Exploring Diversity Initiative by seeking to theorize the ways that Buddhism has produced and reinscribed gender differences and social hierarchies.

Class Format: seminar

Requirements/Evaluation: two midterm papers, weekly GLOW participation, final research papers, and class participation

Prerequisites: none

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

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

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

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

Crosslistings: COMP 259/ENGL 261/WGSS 259

Secondary Crosslisting

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

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

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

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

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Writing Intensive

Other Attributes: ENGL Literary Histories B

Spring 2017

TUT Section: T1 TBA Instructor: Julie Cassiday

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

Crosslistings: MUS 261/WGSS 261

Secondary Crosslisting

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: current or prospective Music and Women's Gender & Sexuality Studies majors

Enrollment Limit: 10

Expected Class Size: 6

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Writing Intensive

Not Offered Academic Year 2017

SEM Instructor: Jennifer Bloxam

WGSS 267(F) "Ain't I a Woman?": An Introduction to Black Women's Writing in America (D) (W)

Crosslistings: ENGL 267/WGSS 267/AFR 267/AMST 267

Secondary Crosslisting

This Gateway course offers a survey of African American women's writing from the nineteenth century to the present day with an equal emphasis on primary literary texts and feminist criticism. We will trace the development of a black womanist/feminist tradition across various genres and disciplines, beginning with the work of abolitionists such as Frances Ellen Watkins Harper and Sojourner Truth and working our way through key texts of the Harlem Renaissance, the civil rights movement, and post-60s Black Feminist writing. Our

discussions will focus on the black feminist tradition's engagement with race, gender, class, and sexuality as intersecting axes of difference. Writers that we will read include: Zora Neale Hurston, Toni Morrison, Suzan-Lori Parks, bell hooks, Audre Lorde, Hortense Spillers, Kimberlé Williams Crenshaw. This course fulfills the EDI requirement by examining the intersection of different minoritizing processes in the experiences and writing of African American women in the US.

Class Format: seminar

Requirements/Evaluation: 3 short response papers (approx. 4 pages each) and one final 7-8-page paper; in class presentations, participation in class discussions

Extra Info: may not be taken on a pass/fail basis

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 Preferences: sophomores and first-year students who have not yet taken an ENGL Gateway course

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or WGSS

Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive

Other Attributes: ENGL Criticism Courses, ENGL 200-level Gateway Courses

Fall 2016

SEM Section: 01 MW 08:30 AM 09:45 AM Instructor: Marina Bilbija

WGSS 268(F) Caribbean Women Writers

Crosslistings: AFR 327/WGSS 268/ENGL 307/COMP 268

Secondary Crosslisting

This course is designed to explore the issues and themes commonly found in literatures of the Caribbean written by women. We will consider prose and poetry published in English in the twentieth and early twenty-first centuries, reading the texts from several different angles - including colonialism, globalization, and migration - with feminism as the overarching/organizing theme of the course. In addition to the general literary study of author, genre and discourse, our methodology will include strategies of close reading, contextualization, and a range of interdisciplinary critical approaches utilized to assess the significance and role of Caribbean women's writings as part of national and women's literatures and to explore questions of identity formation and/or disintegration, gender, social status, and ethnicity. We will be examining the well-known "forerunners" of the genre - possibly writers such as Paule Marshall, Jamaica Kincaid, Jean Rhys, and Lorna Goodison - although not necessarily their most famous texts. We will also read works from relative newcomers - possibly Zadie Smith, Edwidge Danticat, and Patricia Powell - to determine how they continue old trends while blazing new trails.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a 10-page final paper or project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Africana Studies concentrators

Enrollment Limit: 15

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under AFR or WGSS; meets Division 1 requirement if registration is under COMP or ENGL

Distributional Requirements: Division 2

Fall 2016

SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Kelly Josephs

WGSS 271T Woman as "Other" (D) (W)

Crosslistings: PHIL 271/WGSS 271

Secondary Crosslisting

At mid-century, Simone de Beauvoir, existential philosopher and perhaps the greatest feminist theorist of the twentieth century, described woman as "living in a world where men compel her to assume the status of the Other." At the same time, Beauvoir asserts: "One is not born a woman, one becomes one." How, given their objectification, can women become subjects for themselves? Is authenticity even possible? Must the relation between self and other inevitably be one of objectification and domination? Is reciprocity and mutuality in self-other relations possible? In our efforts to deepen our understanding of these important philosophical questions, questions that have been at the center of social and political thought at least since Hegel introduced the dialectic of master and slave, we will engage in close readings of writings by Beauvoir (including autobiography and biography), as well as philosophers responding to her—Frantz Fanon, Luce Irigaray and Judith Butler. This course has been designated EDI because it explores identity formation under conditions of inequality.

Class Format: tutorial; students will work in pairs

Requirements/Evaluation: each student will write/present orally a 5-page essay every other week; those not presenting essays will prepare oral critiques of partners' essays; evaluation based on written work, oral presentations of essays and critiques

Extra Info: may not be taken on a pass/fail basis

Prerequisites: one course in either PHIL or WGSS

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

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: AMST Critical and Cultural Theory Electives, PHIL History Courses, WGSS Theory Courses

Not Offered Academic Year 2017

TUT Instructor: Jana Sawicki

WGSS 272 Sex and the Reproduction of Society

Crosslistings: ANTH 272/WGSS 272

Secondary Crosslisting

Why is reproduction such a controversial subject in society today, especially in areas of medicine, culture, and religion? And why is the reproductive body subject to such highly ideological and yet contradictory types of practices and discourses across the globe? This course seeks to examine the myriad ways that societies police the range of practices surrounding reproduction—including fertility, conception, pregnancy, birth, abortion, and motherhood. We will pursue a comparative analysis of reproduction across major societies and cultures, through an in-depth look at specialized topics such as the new reproductive technologies, the medicalization and ritualization of obstetrics in America, the continuing controversies over abortion across the globe, and the ongoing debates about the rise of women and the 'End of Men'. Throughout the course, we remain focused on the cultural, social, and medical construction of birth and reproduction more generally. To this end, we explore the varying ritual and medical practices that surround reproduction in different cultural contexts, from high tech to low tech settings and societies. We will deconstruct the process of human reproduction through readings culled from a variety of cultures and disciplines including anthropology, medicine, religious studies, sociology, and gender and sexuality studies.

Class Format: seminar

Requirements/Evaluation: in-class presentations, attendance, class blog, final research paper

Prerequisites: none

Enrollment Preferences: majors in Anthropology/Sociology, Women's Gender & Sexuality Studies

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 2

Other Attributes: ENVI Humanities, Arts + Social Science Electives, GBST South + Southeast Asia Studies Electives, PHLH Reproductive, Maternal and Child Health, WGSS Theory Courses

Not Offered Academic Year 2017

SEM Instructor: Kim Gutschow

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

Crosslistings: REL 271/ASST 271/COMP 279/WGSS 279

Secondary Crosslisting

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

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

Enrollment Limit: 15

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under REL, ASST or WGSS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2

Other Attributes: FMST Related Courses

Fall 2016

SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Jason Josephson

WGSS 301(F) Sexual Economies (D)

Crosslistings: WGSS 301/AMST 334/ANTH 301

Primary Crosslisting

This course examines various forms of sexual labor in a variety of global contexts with an emphasis on contemporary anthropological and sociological research and its implications for public policy. Our topics include: (a) traditional sex work (e.g., pornography, escorting, street prostitution, brothels, sex tourism), (b) sexualized labor without physical contact (e.g., stripping, burlesque, phone/online sex), and also (c) contemporary debates about sex trafficking and sex worker migration. Because of our ethnographic focus, the readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, and backgrounds in order to explore the broader social implications of our subject matter. A key component of this course is a field trip to New York City to meet with sex workers and sex worker rights advocates. (Note: students should be advised that we will necessarily encounter and discuss adult content and images that some may find offensive.)

Class Format: seminar

Requirements/Evaluation: mid-term essay exam, research proposals/annotated bibliography, app 10-15- page final research paper, field trip reaction paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Women's Gender & Sexuality Studies majors; short statement of interest

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2, Exploring Diversity

Fall 2016

SEM Section: 01 MW 07:00 PM 08:15 PM Instructor: Gregory Mitchell

WGSS 304T(S) Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall (W)

Crosslistings: GERM 304/WGSS 304

Secondary Crosslisting

In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country's international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, *Die Ermittlung*, Heinrich Böll, *Und sagte kein einziges Wort*, Gisela Elsner, *Riesenzwerge*, Emine Sevgi Özdamar, *Das Leben ist eine Karawanserei*, Volker Braun, *Unvollendete Geschichte*, Alice Schwarzer, *Der kleine Unterschied und seine großen Folgen*, Christian Kracht, *Faserland*, Thomas Brussig, *Wasserfarben*. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula," Rainer Werner Fassbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader- Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei."

Class Format: tutorial

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: German 202 and permission of the instructor

Enrollment Preferences: German majors

Enrollment Limit: 10

Expected Class Size: 8

Materials/Lab Fee: books \$80

Distribution Notes: meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Writing Intensive

Spring 2017

TUT Section: T1 TBA Instructor: Helga Druhes

WGSS 306 Queer of Color Critique: Race, Sex and Urban Life (D)

Crosslistings: WGSS 306/AMST 306/AFR 306/LATS 306/COMP 304

Primary Crosslisting

This seminar is an introduction to queer of color critique, a field of scholarship that seeks to intervene in the predominantly white canon of queer studies. We will examine the history of this line of critique, beginning with Black and Chicana feminisms and extending into present day issues and activism highlighting intersectionality, exploring how and why QOCC became a necessary intervention into the then still emerging field of queer studies. Our texts include scholarly works as well as science fiction novels, plays, films, diaries, and graphic novels. Methodologically, we draw on many fields of study, including anthropology, literary studies, feminist studies, and ethnic studies. We focus primarily but by no means exclusively on US contexts, paying particular attention to the role that urban environments have served for queer communities of color. Topics include: feminisms of color, inter-racial desire and fetishization, orientalism and colonial fantasy, black queer science fiction, transgender subjectivities, and the political economy of sexual desire. A key feature of this course will also be the inclusion of numerous and diverse authors to appear on Skype or in person to answer questions about their work as we read it in class.

Class Format: discussion/lecture

Requirements/Evaluation: mid-term essay, choice of final exam essay or 8-10 page research paper, responses to performance/special events

Prerequisites: none

Enrollment Preferences: Women's Gender & Sexuality Studies majors or prospective majors

Enrollment Limit: 15

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under WGSS, AMST, AFR or LATS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, AMST Critical and Cultural Theory Electives, AMST Space and Place Electives, ASAM Related Courses, LATS Comparative Race + Ethnic Studies Electives, WGSS Racial Sexual + Cultural Diversity Courses, WGSS Theory Courses

Not Offered Academic Year 2017

LEC Instructor: Gregory Mitchell

WGSS 307 Feminist Approaches to Religion (D) (W)

Crosslistings: REL 306/WGSS 307

Secondary Crosslisting

What does feminist theory have to offer the study of religion? How have participants in various religious traditions helped to produce and enact feminisms? Feminisms and religion have a long though often troubled history of interconnection. In this course, we shall explore a range of feminist theoretical analyses that have either emerged out of particular religious contexts or have been applied to the study of religious traditions and practices. We shall consider how conflicts within feminism—especially those pertaining to issues of sexuality, race, class, nationality, ethnicity, and religious affiliation—make a difference for the ways that religion is interpreted and practiced.

Class Format: seminar

Requirements/Evaluation: one "position paper" for class discussion (3 pages), one analytical essay (4 pages), participation in writing workshop on drafts of final papers, one 15-page final paper

Prerequisites: none; open to all

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

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: WGSS Theory Courses

WGSS 308 Gender and Society in Modern Africa

Crosslistings: HIST 308/WGSS 308/AFR 308

Secondary Crosslisting

This course explores the constructions of feminine and masculine categories in modern Africa. We will concentrate on the particular history of women's experiences during the colonial and postcolonial periods. In addition, we will examine how the study of history and gender offers perspectives on contemporary women's issues such as female-circumcision, teen pregnancy, wife-beating, and "AIDS."

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation and three short papers

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

Enrollment Limit: 25

Expected Class Size: 15-20

Distributional Requirements: Division 2

Other Attributes: GBST African Studies Electives, HIST Group A Electives - Africa, WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

LEC Instructor: Kenda Mutongi

WGSS 309 Everyday Life in Literature and Film

Crosslistings: COMP 308/WGSS 309

Secondary Crosslisting

To bring the all too familiar everyday to our attention, artists and writers have made it strange. What happens when we view everyday life from elsewhere? While everyday culture has often been experienced as repressive and alienating in modern Western societies, a new importance assigned to everyday life made it liberating in Japan during the twenties and in contemporary China. The contours of the everyday are delightfully vague, and it always exceeds theorizing. For instance, is its privileged place the street or the home? Is it lived largely in institutions that regulate our daily lives, or is it lived between and outside them? Everyday objects and commodities like the potato, the postcard, the car, clothes, housing, etc., will be analyzed. Fiction by Leo Tolstoy, Franz Kafka, Georges Perec, Manil Suri, Ha Jin, and Banana Yoshimoto. Films by Chantal Akerman, Pedro Almodovar, Benoit Jaquot, and Pierre Jeunet. Art projects that transform the everyday will also be discussed, including those of Sophie Calle, Mary Kelley, Mierle Laderman Ukeles, and Christine Hill. Short theoretical excerpts from Freud, Kracauer, Goffman, Lefebvre, de Beauvoir, Friedan, Debord, Foucault, and Bourdieu. *All works not originally in English will be read in English translation.*

Class Format: seminar

Requirements/Evaluation: evaluation will be based on two short oral reports on everyday objects and their history, two 3- to 5-page papers, and a 10- to 12-page final paper or creative project

Prerequisites: one 200-level literature course

Enrollment Preferences: Comparative Literature majors

Enrollment Limit: 20

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Other Attributes: FMST Core Courses

Not Offered Academic Year 2017

SEM Instructor: Helga Druxes

WGSS 310 Womanist/Black Feminist Thought

Crosslistings: AFR 310/REL 310/WGSS 310/AMST 309

Secondary Crosslisting

This course explores the genealogy and development of black feminist and womanist thought. We will investigate the expansion of womanist thought from a theologically dominated discourse to a broader category of critical reflection associated more commonly with black feminism, analyze the relationship between womanism and black feminism, and review the historical interventions of black feminism. As critical reflections upon western norms of patriarchy, heterosexism, and racism, womanism and black feminism begin with the assumption that the experiences of women of color—particularly black women—are significant standpoints in modern western society. Through the examination of interdisciplinary and methodological diversity within these fields, students will be introduced to key figures including Alice Walker, Zora Neale Hurston, and Katie Cannon, and will engage materials that draw from multiple fields, including, but not limited to, literature, history, anthropology, and religious studies. Fulfilling the EDI requirement, this course will explore how womanism/black feminism can be a bridge for empathetic understanding of diverse experiences, and will examine the varied social, political, and historical contexts that led to the formulation of womanism/black feminism as a tool to critique power and privilege.

Class Format: lecture/discussion

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

Prerequisites: none

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

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements: Division 2

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

Not Offered Academic Year 2017

LEC Instructor: Rhon Manigault-Bryant

WGSS 312 An American Family and "Reality" Television (W)

Crosslistings: ARTH 310/WGSS 312/AMST 333/COMP 316

Secondary Crosslisting

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 16- to 20-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.

Class Format: seminar

Requirements/Evaluation: class presentations, research assignments, and final 16- to 20-page research paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: junior majors, followed by senior majors

Enrollment Limit: 19

Expected Class Size: 14

Distribution Notes: meets Division 1 requirement if registration is under ARTH or COMP; meets Division 2 requirement if registration is under AMST or WGSS

Distributional Requirements: Division 1, Writing Intensive

Other Attributes: AMST Arts in Context Electives, ARTH post-1600 Courses, FMST Core Courses

Not Offered Academic Year 2017

SEM Instructor: C. Ondine Chavoya

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

Crosslistings: LATS 313/AMST 313/WGSS 313/AFR 326

Secondary Crosslisting

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

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

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

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements: Division 2, Exploring Diversity

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

Spring 2017

SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Maria Elena Cepeda

WGSS 315 Paris on Fire: Incendiary Voices from the City of Light (1830-2005)

Crosslistings: RLFR 316/WGSS 315

Secondary Crosslisting

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

Class Format: seminar

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

Prerequisites: RLFR 201, or 202, or 203; or another RLFR 200-level course; or permission of instructor.

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

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Other Attributes: GBST Urbanizing World Electives

Not Offered Academic Year 2017

SEM Instructor: Brian Martin

WGSS 317(F) The New Woman in Weimar Culture (W)

Crosslistings: GERM 317/WGSS 317

Secondary Crosslisting

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

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

Requirements/Evaluation: papers and oral presentations

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

Enrollment Limit: 19

Expected Class Size: 8

Distribution Notes: meets Division 1 requirement if registration is under GERM; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Writing Intensive

Fall 2016

SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Christophe Kone

WGSS 318 Gender Construction in Chinese Art (D) (W)

Crosslistings: ARTH 317/ASST 317/WGSS 318

Secondary Crosslisting

"One is not born, but rather becomes a woman"—Simone de Beauvoir

This course will investigate how gender as a cultural and social construction is visualized in Chinese art. Issues of interest include how gendered space is constructed in Chinese painting; how landscape paintings can be decoded as masculine or feminine; and ways in which images of women help construct ideas of both femininity and masculinity. This course will also discuss Confucian literati's [ideals] [of] reclusion and homosociality; didactic art for women; images of concubines, courtesans; and lonely women's isolation and abandonment. For example, while nature is often seen as feminine, Chinese landscape painting may be coded as masculine due to its association with the Confucian scholar' ideals of eremitism, a means for the cultivation of the mind, and homosociality. On the other hand, the placement of a masculine landscape in feminine space may be seen as rhetorical strategy, accentuating the lonely woman's isolation and abandonment, which are important tropes in Chinese erotic poetry as well.

This course fulfills the EDI requirement in that it is designed to enable students to study the logic of gender and sexuality in a context different from their own; to see how both genders are constructed in relation to each other, and how they interact in the context of class, ideology, politics, and ideals, as well as how we may compare their representation in China with those of other cultures, notably Japan and the West. Using both visual art and literature, this course also challenges the gender stereotyping that still exists in current scholarship.

Class Format: seminar/discussion

Requirements/Evaluation: a series of 2-3 page position papers; one 3-4 page 1st oral presentation write-up; one 4-5 page pre-focus/focus paper for exploring the final paper topic; 2 oral presentations; a 12-15 page final research paper; class discussions; class attendance

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 14

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ASST or WGSS

Distributional Requirements: Division 1, Exploring Diversity, Writing Intensive

Other Attributes: ARTH pre-1600 Courses

Not Offered Academic Year 2017

SEM Instructor: Ju-Yu Jang

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

Crosslistings: HIST 319/WGSS 319/ASST 319

Secondary Crosslisting

Although sometimes claimed as part of a set of immutable "Asian values," the Chinese family has not remained fixed or stable over time. In this course, we will use the framework of "family" to gain insight into gender, generational, and sexual roles in different historical periods. Beginning in the late imperial period (16th-18th Centuries), we will examine the religious, marital, sexual, and childrearing practices associated with the "orthodox" Confucian family. We will then explore the wide variety of "heterodox" practices in imperial China, debates over and critiques of the family system in the twentieth century, and configurations of gender and family in contemporary China. As an EDI course, this class makes use of anthropological and gender studies methods to analyze both the specificities of Chinese ideas and practices regarding family, gender and sexuality as well as the considerable variety among these ideas and practices at different points in time.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, several short papers, and a final paper

Extra Info: not available for the fifth course option

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

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements: Division 2, Exploring Diversity

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

Not Offered Academic Year 2017

LEC Instructor: Anne Reinhardt

WGSS 320 Dangerous Bodies: Black Womanhood, Sexuality & Popular Culture

Crosslistings: AFR 320/AMST 320/WGSS 320

Secondary Crosslisting

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.

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

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

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements: Division 2

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

Not Offered Academic Year 2017

SEM Instructor: Rhon Manigault-Bryant

WGSS 321 Recent Continental Feminist Theory: The Enlightenment and its Critics (D)

Crosslistings: PHIL 320/WGSS 321

Secondary Crosslisting

This course explores developments in recent feminist thought influenced by philosophical currents in France and Germany (poststructuralism and critical theory.) Depending upon the year in which the course is offered, we explore topics such as self and society, sexual difference, embodiment, critiques of reason, the psyche, new materialist theories, queer feminism, and transnational feminism. We will read from works by authors such as the following; Sandra Bartky, Iris Young, Judith Butler, Elizabeth Grosz, Luce Irigaray, Jessica Benjamin, Gayle Rubin, Rosi Braidotti, Eve Sedgwick, Lynne Huffer, Sara Ahmed, Jasbir Puar, and Wendy Brown. Fiction and film may also be included.

Class Format: seminar

Requirements/Evaluation: some of the following: frequent short essays, two or three 4- to 5-page essays, class presentations, or a final project in lieu of one of the papers; students in the class will be consulted about alternatives to this plan

Prerequisites: WGSS 101, and a second course in WGSS, or permission of instructor

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

Enrollment Limit: 19

Expected Class Size: 8-10

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

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: PHIL Contemporary Value Theory Courses, WGSS Theory Courses

Not Offered Academic Year 2017

SEM Instructor: Jana Sawicki

WGSS 322T Critical Theory: The Enlightenment and its Critics (D) (W)

Crosslistings: PHIL 321/WGSS 322

Secondary Crosslisting

"Dare to know! Have courage to use your own reason—that is the motto of Enlightenment." Thus the 18th century German philosopher Immanuel Kant exhorts his contemporaries to muster the courage to cultivate their capacity for reason. Modern faith in the prospects of universal human dignity, rational autonomy, the rights of man, individual liberty, democracy, open scientific inquiry and social and political progress depend upon it. Yet in 19th and 20th centuries we find the promise of Enlightenment tempered by the rise of nationalism and the persistence of racism, sexism, genocide, terrorism, and religious extremism as well as the emergence of wars of mass destruction, environmental degradation, and the potential for manipulation of populations by consumerist mass media. Can the promise of Enlightenment be redeemed?

In this tutorial we begin with short readings by Kant, Hegel and Marx, key sources for critical social theory in the 20th century. Possible other figures read may include: Max Horkheimer, Theodor Adorno, Herbert Marcuse, Walter Benjamin, Jurgen Habermas, Nancy Fraser, Amy Allen, Noelle McAfee, Judith Butler, Elizabeth Grosz, Michel Foucault, Jean Baudrillard, and Gilles Deleuze, Giorgio Agamben, Frantz Fanon, Edward Said and Achille Mbembe, as well as current critiques of neoliberal capitalism.

Although we will not directly address diversity issues except insofar as cultural, racial, class, sexual and other differences are bound up within power or domination relations, insofar as the course examines social and political power, oppression and domination, and the possibility or viability of the idea of human emancipation it meets the EDI requirement. This tutorial will be adapted for WGSS students seeking to meet a theory requirement.

Class Format: tutorial, 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- to 6-page paper every other week and a commentary on his or her partner's essay on alternate weeks;

Extra Info: evaluations are based on written work as well as level of preparation and intellectual engagement in tutorial meetings may not be taken on a pass/fail basis

Prerequisites: demonstrated background in modern philosophy, critical theory, political theory, or continental philosophy

Enrollment Preferences: current and prospective Philosophy majors and students with a sufficient background in political or critical theory

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: PHIL History Courses, WGSS Theory Courses

Not Offered Academic Year 2017

TUT Instructor: Jana Sawicki

WGSS 325 Television, Social Media, and Black Women 'Unscripted'

Crosslistings: AFR 325/WGSS 325

Secondary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: evaluation in this course will be based upon class participation, response papers, one 10 page paper, and a formal class presentation

Prerequisites: none

Enrollment Preferences: first, second, third, and fourth year students. If over enrolled, preference will be given to third and fourth year students

Enrollment Limit: 13

Expected Class Size: 12

Distributional Requirements: Division 2

Other Attributes: FMST Core Courses

Not Offered Academic Year 2017

SEM Instructor: VaNatta Ford

WGSS 326T(S) Queer Temporalities (W)

Crosslistings: REL 326/LATS 426/WGSS 326/COMP 326

Secondary Crosslisting

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

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on class attendance, analytical essays, responses, and revised essays

Extra Info: Pairs will meet with the instructor for one hour each week. Almost every week, one student from the pair will write a 5-page analysis of the week's reading. The other student will respond orally with a 2-page response to their partner's paper.

Pairs will also prepare a midterm synthesis, students will revise two of their 5-page analytical papers: one from the first half of the semester, one from the second half due at the end of the semester.

may not be taken pass/fail or fifth course

Prerequisites: none

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

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under REL, LATS or WGSS; meets Division 1 requirement if registration is under COMP

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: AMST Space and Place Electives, LATS Core Electives

Spring 2017

TUT Section: T1 TBA Instructor: Jacqueline Hidalgo

WGSS 327T Foucault (D) (W)

Crosslistings: PHIL 327/WGSS 327

Secondary Crosslisting

This course begins with a brief introduction to some of Foucault's early writings but focuses on a close reading of a selection of middle and late texts that have become central to debates about the significance of his work such as: *Discipline and Punish*, *The History of Sexuality* (vols. 1-3), and selected interviews and course lectures. We examine debates in the Foucault literature about freedom, power, ethics, and the nature of critical theory. This course has been designated EDI because it engages questions concerning power, social differences and social and political freedom.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers), oral presentations of that work, and on oral critiques

Extra Info: may not be taken on a pass/fail basis

Prerequisites: at least two courses in PHIL or WGSS, or permission of instructor

Enrollment Preferences: current or prospective Philosophy and Women's, Gender and Sexuality Studies majors

Enrollment Limit: 10

Expected Class Size: 8-10

Dept. Notes: meets History requirement only if registration is under PHIL

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: AMST Critical and Cultural Theory Electives, PHIL History Courses, WGSS Theory Courses

Not Offered Academic Year 2017

TUT Instructor: Jana Sawicki

WGSS 328(S) Austen, Eliot, Woolf

Crosslistings: ENGL 328/WGSS 328

Secondary Crosslisting

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

Class Format: seminar

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

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

Enrollment Preferences: English majors

Enrollment Limit: 25

Expected Class Size: 25

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Other Attributes: ENGL Criticism Courses, ENGL Literary Histories B

Spring 2017

SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Alison Case

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

Crosslistings: ENGL 329/AMST 349/WGSS 329

Secondary Crosslisting

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AMST or WGSS

Prerequisites: none

Enrollment Preferences: ENGL, WGSS, and AMST majors

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements: Division 1, Exploring Diversity

Other Attributes: ENGL Literary Histories B

Spring 2017

SEM Section: 01 Cancelled

WGSS 330 Race, Gender, and Performance from Literature to Social Media (D)

Crosslistings: WGSS 330/COMP 339/AMST 332/LATS 335/THEA 322

Primary Crosslisting

How can contemporary performance expand ideas and practices of belonging in the United States, as figured through race, gender, and sexuality? This spring course will begin with readings of dramatic literature including Suzan-Lori Parks's *Venus*, David Henry Hwang's *M. Butterfly*, and Young Jean Lee's *The Shipment* to analyze literary and staged performance, then continue to discussions and readings on the performance of everyday life via the work of performance artists including Adrian Piper, Nao Bustamante, and Yoko Ono. We will develop shared vocabulary and methodologies of performance studies, including readings by scholars including J.L. Austin, Judith Butler, and José Esteban Muñoz. This course will engage foundational texts to performance studies and offer an interdisciplinary approach to scholarship in gender and sexuality studies, critical ethnic studies, and performance studies from the 1970s to the present. This course recognizes a suspicion for diversity discourses that universalize human experience and asks: how do we resist normativizing forces without reinforcing the regulating logics of those forces? This EDI course will critically engage with diversity from the heterogeneous and multiple perspectives of racial, sexual, and gender minorities, asking students not only to examine the diversity of human experience but to explore the political stakes of creative expression through interdisciplinary methods and forms.

Class Format: seminar

Requirements/Evaluation: in-class participation, partnered presentation, weekly reading responses, performance analysis, final paper

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 15

Distribution Notes: meets Division 1 requirement if registration is under COMP or THEA; meets Division 2 requirement if registration is under AMST, LATS or WGSS

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: ASAM Related Courses, FMST Related Courses, LATS Comparative Race + Ethnic Studies Electives, WGSS Racial Sexual + Cultural Diversity Courses, WGSS Theory Courses

Not Offered Academic Year 2017

SEM Instructor: Vivian Huang

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

Crosslistings: HIST 332/WGSS 331

Secondary Crosslisting

This course explores the construction, articulation, and politics of queer sexual desire in Europe from the later nineteenth century to the present. By placing queer sexualities in their broader social and political context the course examines the ways in which sexuality has become central to questions of identity, personal and national, in modern European society. Topics include: the role of the new science of sexology in specifying various "sexual perversions"; the rise of sexual undergrounds in the context of European urbanization; the birth of campaigns for "homosexual emancipation"; attempts to regulate and suppress "deviant" sexualities, especially under the fascist regimes in the 1930s; the effects of the postwar consumer revolution on the practices of sexual selfhood; the postwar "sex change" debates; the politics of 1950s homophile organizing and the 1970s Gay Liberation Movement; and the recent politics of gay marriage. The course will focus primarily on Britain, France, and Germany, but also on Italy and Russia. Readings will be drawn from sexological texts, political tracts, memoirs, and the writings of recent historians. Several films will also be discussed. "Queer Europe" meets the requirements of the Exploring Diversity Initiative insofar as it explores how sexual difference has been constituted, contested, and experienced and how what we assume to be the "sexual norm" has a profoundly political history.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on class discussion, the posting of four 500 word response papers, two 6- to 8-page interpretive essays, and a final research paper of approximately 12-15 pages

Prerequisites: none

Enrollment Preferences: junior and senior History and Women's Gender & Sexuality majors

Enrollment Limit: 25

Expected Class Size: 15-20

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: HIST Group C Electives - Europe and Russia

Spring 2017

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Chris Waters

WGSS 332 Postwar Britain: Gender, Race, Sexuality, and Social Change, 1945-1990

Crosslistings: HIST 333/WGSS 332

Secondary Crosslisting

A major theme in British historiography is the enormous social change that has taken place in Britain since the end of the Second World War. In the 1950s, sociologists argued about the extent to which postwar affluence was leading to the "embourgeoisement" of the working class; in the 1960s, the advent of the so-called "Permissive Society" witnessed the flourishing of a new culture of sex, drugs, and rock 'n roll; in the 1970s, the feminist and gay movements challenged gender roles that earlier had seemed so secure; in the 1980s, Thatcherism sought to halt the nation's apparent terminal decline, repudiating much of the progressive legislation of earlier decades by turning the clock back; finally, throughout this period successive waves of immigration appeared to many to challenge the cultural homogeneity of white Britain. This course will explore these themes, addressing the question of what it meant to be "postwar" in Britain, charting the gradual emergence of a new politics of class, gender, race, and sexuality in Britain that made the nation in 1990, at the end of the postwar period, a radically different place from what it had been in 1945. In attempting to make sense of these complex changes, we will consider a variety of documents and works by recent historians, along with a dozen films, which students will be required to view outside of class.

Class Format: discussion

Requirements/Evaluation: class discussion, two 8-10 page interpretive essays, and a self-scheduled final examination

Prerequisites: none

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

Enrollment Limit: 25

Expected Class Size: 15-20

Distributional Requirements: Division 2

Other Attributes: HIST Group C Electives - Europe and Russia

Not Offered Academic Year 2017

SEM Instructor: Chris Waters

WGSS 334 Islamic Feminism

Crosslistings: REL 332/WGSS 334/ARAB 332

Secondary Crosslisting

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

Class Format: seminar

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

Prerequisites: none

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

Enrollment Limit: 15

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements: Division 2

Not Offered Academic Year 2017

SEM Instructor: Saadia Yacoub

WGSS 338 Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality (D) (W)

Crosslistings: LATS 338/AMST 339/WGSS 338

Secondary Crosslisting

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

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

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

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: AMST Arts in Context Electives, AMST Comp Studies in Race, Ethnicity, Diaspora, AMST Critical and Cultural Theory Electives, GBST Borders, Exiles + Diaspora Studies Electives, LATS Core Electives, WGSS Racial Sexual + Cultural Diversity Courses, WGSS Theory Courses

Not Offered Academic Year 2017

SEM Instructor: Maria Elena Cepeda

WGSS 339 Stereotypes, Prejudice, and Discrimination (D) (W)

Crosslistings: PSYC 341/WGSS 339

Secondary Crosslisting

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

Class Format: empirical lab course

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

Prerequisites: PSYC 201 and 242

Enrollment Preferences: senior, then junior Psychology majors

Enrollment Limit: 16

Expected Class Size: 16

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

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

Not Offered Academic Year 2017

LEC Instructor: Steven Fein

WGSS 341 Cinematic Representations of Work and Migration after the Wall

Crosslistings: COMP 341/WGSS 341

Secondary Crosslisting

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

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

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

Enrollment Limit: 19

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Other Attributes: FMST Core Courses

Not Offered Academic Year 2017

SEM Instructor: Helga Druxes

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

Crosslistings: ENGL 341/WGSS 342/AMST 341

Secondary Crosslisting

This course investigates how sexual identities, desires, and acts are represented and reproduced in American literary and popular culture. Focusing on two culturally rich periods—roughly 1880-1940 (when the terms "homosexual" and "heterosexual" came to connote discrete sexual identities), and the contemporary context of the "postmodern" 21-century—we will explore what it means to read and theorize "queerly." Among the questions we will ask: What counts as "sex" or "sexual identity" in a text? Are there definably lesbian, gay, bisexual, queer or transgender writing styles or cultural practices? What does sexuality have to do with gender? How are sexual subjectivities intertwined with race, ethnicity, class, and other identities and identifications? Why has "queerness" proven to be

such a powerful and sometimes powerfully contested concept? We will also explore what impact particular historical events, such as the rise of sexology, the Harlem Renaissance, and the emergence of a transgender movement have had on queer cultural production. Readings may include works by the following authors: Butler, Cather, Diaz, Ferguson, Fitzgerald, Foucault, Freud, Hammonds, Hughes, James, Larsen, Lorde, Muñoz, Rich, Rodriguez, Sedgwick, and Stein, and as well as screenings of contemporary videos and films. This course meets the requirements of the Exploring Diversity Initiative in that it focuses on empathetic understanding, power and privilege, and critical theorization, especially in relation to class, gender, sexuality, race and ethnicity within a U.S. context.

Class Format: discussion/seminar

Requirements/Evaluation: active class participation, several short writing assignments, two 5-page papers, and one 8- to 10-page paper

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

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

Enrollment Limit: 25

Expected Class Size: 25

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS or AMST

Distributional Requirements: Division 1, Exploring Diversity

Other Attributes: AMST Arts in Context Electives, AMST Critical and Cultural Theory Electives, ENGL Criticism Courses, ENGL Literary Histories C, WGSS Racial Sexual + Cultural Diversity Courses, WGSS Theory Courses

Spring 2017

SEM Section: 01 Cancelled

Instructor: Kathryn Kent

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

Crosslistings: INTR 343/WGSS 343/AFR 343/AMST 343

Secondary Crosslisting

This tutorial examines representations of and resistance to racial-sexual violence from enslavement to post-emancipation and contemporary culture in the United States. Texts include: legal articles; historical analyses such as D'Emilio et al., *Intimate Matters*; Hartman, *Scenes of Subjection*; Smith, *Killers of the Dream*; McGuire, *At the Dark End of the Street*; and films such as Griffith, *Birth of a Nation*; Micheaux, *Within Our Gates*; Gerima, *Bush Mama*.

The primary focus is on black life, vulnerability to violence and mobilization for freedom during antebellum, postbellum/Reconstruction years of the 19th century; and 20th century convict prison lease system, Jim Crow segregation, mass incarceration.

Class Format: tutorial

Requirements/Evaluation: weekly primary and response papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

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

Enrollment Limit: 10

Expected Class Size: 8

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

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

Spring 2017

TUT Section: T1 TBA

Instructor: Joy James

WGSS 345T(S) Shakespeare's Women (W)

Crosslistings: ENGL 345/WGSS 345

Secondary Crosslisting

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

Class Format: tutorial

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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 Preferences: English majors and prospective majors

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Writing Intensive

Other Attributes: ENGL Literary Histories A

Spring 2017

WGSS 353(F) The Brontës

Crosslistings: ENGL 353/WGSS 353

Secondary Crosslisting

Around 1845, three sisters in a remote town in Yorkshire effectively converted their father's humble parsonage into a family writers' colony. In 1847, each published her first novel—two of which would go on to become major classics. Within 8 years, all three sisters were dead, but by then they had produced seven of the most formally innovative, socially challenging, original and powerful works in English fiction. We will read them all, from Charlotte's best-selling love story, *Jane Eyre*, to the underrated Anne's brilliant and disturbing anatomy of an abusive marriage, *The Tenant of Wildfell Hall*, to Emily's singular masterpiece *Wuthering Heights*, as well as their poetry and selections from the voluminous fantasy fiction they created together as children. We will also read Elizabeth Gaskell's acclaimed 1857 *Life of Charlotte Bronte*, "the first full-length biography of a woman novelist by a woman novelist", which began the process of making the Brontës the cult figures they remain today. Reading these works together in the bicentennial year of Charlotte's birth, we will consider how their shared efforts helped all three sisters to push through boundaries few other women writers had dared to challenge. In a similar spirit of collaboration, we will mix critical and creative writing in our responses to these works.

Class Format: seminar

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

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

Enrollment Preferences: English majors, WGSS majors, seniors

Enrollment Limit: none

Expected Class Size: 25

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Other Attributes: ENGL Literary Histories B

Fall 2016

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Alison Case

WGSS 361T(F) Writing about Bodies (W)

Crosslistings: ARTH 361/INTR 361/WGSS 361/THEA 361

Secondary Crosslisting

The goal is to think about describing bodies from a variety of disciplinary approaches and genres of writing. Its focus is on living bodies, or bodies that were once alive, with an emphasis on bodies that move i.e., performing bodies—actors, dancers, singers—and what makes them unique. We will also consider objects associated with bodies, and the ways they are animated, including how they are animated when the person who had them dies. The course is meant for juniors, seniors, and graduate students who wish to analyze bodies from different disciplinary formations—art, theatre, literature, anthropology, philosophy—and who have a particular interest in writing. We will read scholarly writing, fiction, New Yorker profiles, as well as memoir/autobiography, and take each as a model through which to write about a person or an object redolent of a person.

Among possible readings: Roland Barthes on cultural theory and representation; Claudia Rankine and Robin Coste Lewis on black bodies; Tamar Garb on portraiture; Elaine Scarry on the body in pain; Joan Acocella, Hilton Als, Judith Thurman and other writers on the arts; Judith Butler and Peggy Phelan on the performative body; Marvin Carlson and Terry Castle on haunting; and Bill Brown and Mark Doty on things. In addition to readings, assignments include performances at the '62 Center and works on view at WCMA, as well as selected tapes of live performances as well as films.

Class Format: tutorial

Requirements/Evaluation: alternating weekly essays (4-5 pages) and responses (2-4 pages) as well as discussion; one to two group meetings

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: ARTH 101-102, or permission of instructor; a writing sample that conveys the kind of subject you might be interested in pursuing

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 1 requirement if registration is under ARTH or THEA; meets Division 2 requirement if registration is under INTR or WGSS

Distributional Requirements: Division 1, Writing Intensive

Other Attributes: AMST Critical and Cultural Theory Electives, PERF Interdepartmental Electives

Fall 2016

TUT Section: T1 TBA Instructor: Carol Ockman

WGSS 370 Women Activists and Social Movements

Crosslistings: INTR 371/AFR 371/PSCI 371/WGSS 370

Secondary Crosslisting

This seminar examines the role of women in "liberation movements," it focuses on their contributions to civil and human rights, democratic culture, and theories of political and social change. Students will examine multi-disciplinary texts, such as academic historical narratives, memoirs, political analyses, in critical and comparative readings of mid-late 20th century struggles. Women studied include: Mamie Till Mobley, Anne Moody, Ella Baker, Gloria Steinem, Angela Davis, Bettina Aptheker, Assata Shakur, Yuri Kochiyama, Denise Oliver, Domitilia Chungara.

Class Format: seminar

Requirements/Evaluation: attendance and participation in discussions (10%); collective/group report (30%); 15-pg double spaced research paper (60%)

Enrollment Preferences: juniors and seniors, or sophomores with permission of instructor

Enrollment Limit: 19

Expected Class Size: 19

Materials/Lab Fee: none

Distributional Requirements: Division 2

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

Crosslistings: HIST 376/WGSS 376/JLST 376

Secondary Crosslisting

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

Class Format: seminar

Requirements/Evaluation: evaluation will be based on two short (4-5 page) papers; one longer (10-12 page) paper; an in-class presentation, and participation in class discussion

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: History majors; WGSS majors; Justice & Law Studies concentrators

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements: Division 2, Exploring Diversity

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

Fall 2016

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Sara Dubow

WGSS 378 The History of Sexuality in America

Crosslistings: HIST 378/WGSS 378

Secondary Crosslisting

Sex is often thought of as an unchanging need, behavior, or instinct—a form of experience without history. And yet even in the recent past, sexual desires, acts, identities, attitudes, and technologies have undergone profound transformations. This course explores those transformations, tracing the shifting and contested meanings and experiences of sex and sexuality from the pre-colonial period to the present, and examining how and why sexuality has become so central to identities, culture, politics, and history. To understand how sexuality has been regulated by the state and what sexuality has meant to ordinary Americans in the past, we will use a wide range of primary sources, including as private letters, law cases, photographs, films, and music. Many of the topics are relevant to contemporary public debates, including controversies over censorship, sexual violence, gay and lesbian sexualities, transgender identities and politics, abortion, and sexually transmitted diseases.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, a midterm examination, several short papers, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Preferences: History majors and Women's Gender & Sexuality majors

Enrollment Limit: 25

Expected Class Size: 20-25

Distributional Requirements: Division 2

Other Attributes: HIST Group F Electives - U.S. + Canada, PHLH Reproductive, Maternal and Child Health, WGSS Racial Sexual + Cultural Diversity Courses

WGSS 379(S) Black Women in the United States (D)

Crosslistings: HIST 379/AFR 379/WGSS 379

Secondary Crosslisting

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

Class Format: discussion

Requirements/Evaluation: evaluation will be based on student participation, three papers, and a brief oral presentation

Prerequisites: none

Enrollment Preferences: History majors and Africana Studies concentrators

Enrollment Limit: 25

Expected Class Size: 15-20

Distributional Requirements: Division 2, Exploring Diversity

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

Spring 2017

LEC Section: 01 W 07:00 PM 09:40 PM Instructor: Leslie Brown

WGSS 382 Latina/o Politics (D)

Crosslistings: LATS 382/HIST 382/WGSS 382

Secondary Crosslisting

This course explores Latina/o politics from World War II to the present. Defining politics broadly, we will examine everything from electoral politics to grassroots activism. We will explore the relationship between Latinas/os and the U.S. political system, as well as the ways in which dynamics internal to Latina/o communities shape political issues and political participation. Specific topics include Mexican Americans and Puerto Ricans struggles for political inclusion in the aftermath of World War II, Cuban exile politics and their impact, the political and social movements of the 1960s and 1970s, key electoral campaigns, the recent appointment in 2008 of the first Latina as a Supreme Court justice, and on-going debates over immigration. With an assessment of power relations at its core, this Exploring Diversity Initiative course explores the ways in which Latinos and Latinas have been excluded from or differentially included in the U.S. political system, as well as how the U.S. political system reflects dominant hierarchies of race, class, and gender. We will also interrogate how Latinas/os have sought to make U.S. politics more inclusive and at times have struggled to transform U.S. politics.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation including short assignments in preparation for discussion; three short essays based on course readings (3-5 pages each); and a final paper (7-10 pages)

Prerequisites: none

Enrollment Preferences: Latina/o Studies concentrators and History majors; open to first year students

Enrollment Limit: none

Expected Class Size: 20

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, HIST Group F Electives - U.S. + Canada, LATS Core Electives, WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

WGSS 383 Whiteness and Race in the History of the United States (D)

Crosslistings: HIST 383/WGSS 383/AMST 383

Secondary Crosslisting

If race is socially and historically constructed, then the study of race relations in the U.S. extends to the topic of whiteness. And if we are never without the past, then "whiteness" must be a part of current discussions about American political culture, citizenship, and social issues. This course uses the prism of race to explore social, political, and economic development in U.S. history, following the development of "whiteness" through a chronology that begins in colonial Virginia, travels through immigration in the nineteenth century, examines racial politics and popular culture in the twentieth century, and ends with a look at the current issues. This course is framed by several questions: What about other analytical categories, like gender and class (or region or ethnicity or sexuality): how have these experiences shaped and been shaped by the racial category of whiteness? Because historically whiteness has carried overtones of power, privilege, and wealth in the United States, the course necessarily critiques the roots of racial disparities. This class is not for the faint-hearted. Informed participation is necessary to its success. The course fulfills the requirements for the Exploring Diversity Initiative because it examines the differences and similarities between white Americans and other American cultures, and because it explores whiteness as a prism for understanding the operations of power and privilege in American society.

Class Format: discussion

Requirements/Evaluation: evaluation will be based on class participation and four papers

Enrollment Preferences: students in History, Africana Studies and Women's, Gender and Sexuality Studies

Enrollment Limit: 25

Expected Class Size: 20-25

Distributional Requirements: Division 2, Exploring Diversity

Other Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora, HIST Group F Electives - U.S. + Canada, WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

SEM Instructor: Leslie Brown

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

Crosslistings: LATS 386/HIST 386/WGSS 386

Secondary Crosslisting

An increasingly global economy, from 1945 to the present, has affected Latinas in their home countries and in the United States. The garment industry, one of the first industries to go global, has relied extensively on Latina workers in their home countries and in the

United States. Domestic work, a traditional field of women's work, also crosses borders. Challenging the myth that labor migration is a male phenomenon and that women simply follow the men, this course explores how the global economy makes Latinas labor migrants. What impact has the global economy and economic development had on Latinas' work and their households in their home countries? How have economic changes and government policies shaped Latinas' migrations and their incorporation in the changing U.S. economy? How have Puerto Rican, Mexican, Cuban, Dominican, Salvadoran, and Guatemalan women confronted the challenges created by a globalizing economy and balanced demands to meet their households' needs? This EDI course explores the impact of U.S. hierarchies of race, ethnicity, gender and class on Latinas' labor migrations and economic incorporation in the United States, as well as the myriad ways in which they confront, negotiate, and at times challenge those dominant U.S. hierarchies.

Class Format: discussion

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

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

Enrollment Limit: 25

Expected Class Size: 15

Distributional Requirements: Division 2, Exploring Diversity

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

Not Offered Academic Year 2017

SEM Instructor: Carmen Whalen

WGSS 389(F) Fiction of Virginia Woolf

Crosslistings: ENGL 389/WGSS 389

Secondary Crosslisting

"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.

Class Format: seminar

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 Preferences: English majors, WGSS majors, seniors

Enrollment Limit: none

Expected Class Size: 25

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Other Attributes: ENGL Literary Histories C

Fall 2016

SEM Section: 01 TF 01:10 PM 02:25 PM Instructor: Alison Case

WGSS 396 Modern Pleasure (D)

This course investigates modernist imaginations of pleasure, both sensual and aesthetic, with a particular focus on the ways that modernism's formal strategies might facilitate queer representations of pleasure, intimacy, and desire. In tandem with our discussion of literary form, we will consider the crucial role that visual media, music, and community spaces, like Harlem's cabarets and Natalie Barney's sapphic salon, played in the collaborative production and transatlantic circulation of modernism. Authors likely to be studied include Oscar Wilde, Langston Hughes, Gertrude Stein, Djuna Barnes, Nella Larsen, Radclyffe Hall, and James Baldwin. We will read the work of sexologists and situate modernist literature in relation to early 20th-century scientific conversations about human sexuality and the nature of pleasure. Queer and feminist theory will accompany these texts and provide a framework for our analysis of modernism's queer pleasures. This course satisfies the requirements of the Exploring Diversity Initiative in that it explores sexual difference and pleasure as historically and geographically specific categories, examines how these categories are socially constructed and contested, and considers the effects of power and privilege on individual sexual experiences.

Class Format: seminar

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

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

Enrollment Preferences: English majors and/or students interested in gender/queer studies

Enrollment Limit: 25

Expected Class Size: 25

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 2, Exploring Diversity
Other Attributes: ENGL Literary Histories C, WGSS Theory Courses

Not Offered Academic Year 2017

SEM Instructor: Margaux Cowden

WGSS 400(S) A History of Family in Africa (D) (W)

Crosslistings: HIST 402/AFR 402/GBST 402/WGSS 400

Secondary Crosslisting

The family is the center of private life, but it has also been a topic of constant discussion and contention in Africa. In this class we will examine how political upheavals and economic pressures have changed the concept of the family and the role it plays in various African societies. We will also consider the changing views of gender, race, age, class, and sexuality on the idea of family.

Class Format: seminar

Requirements/Evaluation: seminar, discussion, seminar, discussion, and 20-page research paper (including preparatory writing exercises throughout the semester)

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: History majors

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

Other Attributes: GBST African Studies Electives, HIST Group A Electives - Africa

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Kenda Mutongi

WGSS 402 Global Sex: Identities, Migration, Globalization (D)

This course reveals how different cultures construct sexual identities, and what happens when dominant paradigms (i.e. the Euro-American LGBT model) become enmeshed in globalization, capitalism, and consumerism. Why do we find gay bears and drag queens trafficking in North American iconography flourishing in countries like Brazil and South Africa? Why does Madonna still turn out gay crowds in Indonesia and Russia? As global gay culture spreads, what happens to people with their own local conceptions of gender/sexuality (e.g., "Two Spirit" Native Americans?) How have free trade and the internet transformed queer lives, queer sex, and people's understandings of their sexual selves? We begin with a focus on alternative gender/sexual formations around the world. Next we ask what happens when it's not only identities that are on the move, but actual bodies. Here, we focus on queer diasporas, refugees, and migrants. Our final unit brings us into the global flows of capitalism itself to interrogate the role of consumerism in sexual culture, tackling thorny issues of gay gentrification, tourism, pinkwashing/homonationalism, global gay cinematic representations, and the neocolonial potential of NGOs. Ultimately, this class reveals that sexuality is infused in global economic and political affairs in ways that are often overlooked.

Class Format: seminar

Requirements/Evaluation: comparative class presentation, mid-term essay, project proposal/abstract, final paper, field trip reaction paper

Prerequisites: none

Enrollment Preferences: Women's Gender & Sexuality Studies majors

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements: Division 2, Exploring Diversity

Not Offered Academic Year 2017

SEM Instructor: Gregory Mitchell

WGSS 404 Before We Were Queer: Gay and Lesbian Lives before 1990 (D)

Crosslistings: WGSS 404/COMP 402

Primary Crosslisting

Reclaimed by activists in the 1990s as an expression of defiance and pride, the word *queer* has come to be identified with a wide range of lesbian, gay, bisexual, and transgender identities, as well as entire fields of intellectual theory, popular culture, and political engagement. The past 25 years of queer studies, media, and activism (1990-2015) have led to unprecedented visibility and great advances for many LGBT people, especially in North America and Western Europe: from breakthroughs in the treatment of HIV/AIDS, to victories for Gays in the Military, Employment Non-Discrimination, and Gay Marriage in 16 US states and another 16 countries around the world. For many, however, this new era of queer life during the past 2 decades has eclipsed the time before, when those who were pejoratively labeled as queer struggled with homophobic discrimination, isolation, and violence, by seeking one another out in major cities, specific neighborhoods, underground bars, and in the narrative spaces of novels and films. As a result, many young people born after 1990 are largely unaware of these struggles that predate their lives, the internet, and social media; and several LGBT leaders worry that this has left many 18-25 year olds with a false sense of security, a decreasing interest in political engagement, alarming new rates of sexually transmitted infections, and a growing disinterest in queer social spaces beyond the virtual. In this course, we will explore the literary, cinematic, and cultural history of gay and lesbian lives before the 1990s, and consider what has been gained and lost. Topics to include the early twentieth-century isolation of the closet, (1890s-1950s), the formation of clandestine gay and lesbian communities during and after World War II (1940s-60s), the Stonewall riots and the first decade of Gay Liberation (1969-1979), and the devastating losses and community responses to AIDS (1979-1995). For its critical engagement with cultural diversity, comparative

investigation of gender, sexuality, and ethnicity, and historical analysis of queer identities, this course fulfills the goals of the Exploring Diversity Initiative.

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: WGSS 101 or 202, or another 200-level or 300-level course in WGSS, COMP, HIST, ENGL, or AMST, or other courses focusing on gender and sexuality. Email Prof. Martin (bmartin@williams.edu) to inquire

Enrollment Preferences: Women's Gender & Sexuality Studies and Comparative Literature majors, as well as History, English, and American Studies majors. Other sophomores, juniors, and seniors may email Prof Martin (bmartin@williams.edu) and explain your interest in the course

Enrollment Limit: 16

Expected Class Size: 16

Dept. Notes: Senior seminar for WGSS listing only; is not a Senior seminar credit if taken under COMP

Distribution Notes: meets Division 1 requirement if registration is under COMP; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 2, Exploring Diversity

Not Offered Academic Year 2017

SEM Instructor: Brian Martin

WGSS 405 Sr.Sem:Sexual Rights,Gender Equality, and Religious Liberty: Conflicts in Law, Culture, and Politics (W)

Crosslistings: WGSS 405/HIST 458

Primary Crosslisting

Legal systems, political leaders, religious groups, and social movements, have generated and responded to conflicts and perceived conflicts between religious freedom, gender equality, and sexual rights in a variety of ways over the past twenty-five years. This course will consider these conflicts in a comparative context, and will examine when, why, and how appeals to religion, tradition and/or culture have been used to carve out exceptions to otherwise generally applicable laws.

Class Format: seminar

Requirements/Evaluation: 20-page research paper, which students will write after developing research proposal, composing annotated bibliography, and writing several drafts in close consultation with professor and in in-class workshops

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

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

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements: Division 2, Writing Intensive

Other Attributes: HIST Group C Electives - Europe and Russia, HIST Group F Electives - U.S. + Canada, JLST Interdepartmental Electives

Not Offered Academic Year 2017

SEM Instructor: Sara Dubow

WGSS 406 Coming of Age in the Polis (W)

Crosslistings: CLGR 406/WGSS 406

Secondary Crosslisting

Studying a society's modes of rearing its young, and especially the ways it prepares and tests adolescents for their "coming of age" into their adult roles, provides an excellent approach to exploring its fundamental values and institutional practices. Archaic and classical Greek literature not only reflects but actively reflects upon the socialization of boys and girls in the Greek polis. In this course we will read in Greek selections from the Homeric Hymns to Demeter and Apollo and, in its entirety, a tragedy (e.g., Sophocles' *Philoctetes*), examining these texts through the lens of "coming of age." We will read in English brief selections from Homeric epic and from elegiac and lyric poetry (monodic and choral), and several Athenian tragedies and perhaps a comedy. We will also read critical literature on childrearing, religious cults for boys and girls of different ages, and the role of dance, song and poetry in preparing the young for their adult roles, particularly in fifth-century Athens.

Students will be divided into tutorial pairs chiefly according to their previous experience in Greek courses. Students will meet with the instructor once a week either individually or in pairs to present their translations of the Greek assigned for that week, and they will also meet once a week in pairs for the oral presentation of written 5-page reports. At the latter meeting, each student will alternate between making a formal presentation one week and, in the next week, offering an oral critique of the other student's presentation.

Class Format: tutorial

Requirements/Evaluation: evaluation will be based on the translations, reports, and critiques presented in the tutorial sessions

Extra Info: may not be taken on a pass/fail basis

Prerequisites: CLGR 201 or permission of instructor

Enrollment Limit: 10

Expected Class Size: 6-8

Distribution Notes: meets Division 1 requirement if registration is under CLGR; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1, Writing Intensive

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

Crosslistings: RLFR 412/WGSS 408

Secondary Crosslisting

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

Class Format: seminar

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

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

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

Enrollment Limit: 16

Expected Class Size: 16

Distribution Notes: meets Division 1 requirement if registration is under RLFR; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Spring 2017

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Brian Martin

WGSS 409(F) Transnationalism and Difference: Comparative Perspectives (D) (W)

Crosslistings: LATS 409/AMST 411/WGSS 409

Secondary Crosslisting

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

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

Enrollment Limit: 12

Expected Class Size: 10

Distributional Requirements: Division 2, Exploring Diversity, Writing Intensive

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

Fall 2016

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Maria Elena Cepeda

WGSS 410(S) Jr/Sr Sem: Discipline and Dissent: The Institutionalization of Women's, Gender, and Sexuality Studies

In the 1970s, student protest movements helped to create the first academic programs in women's studies. Forty years later, what is the relationship of Women's, Gender, and Sexuality Studies to social justice movements and feminist activism? Many colleges and universities now have WGSS programs or departments, major organizations like the National Women's Studies Association establish norms for the academic field, and scholars devote entire careers to research on gender and sexuality. In short, WGSS has become part of the institution of higher education. As WGSS became an academic discipline, were its activist origins also "disciplined"? Is the academic study of gender and sexuality a fundamental form of political activism, or should it be? Is it possible for an institutionalized field of study to challenge the institutional forms of knowledge and power that subtend systems of oppression? The national resurgence of campus activism makes these questions all the more pressing. In exploring these issues, we will study the history of WGSS programs, the evolving relationship of feminist activism to scholarship, and politics in and of the contemporary university.

Class Format: seminar

Requirements/Evaluation: oral presentation, three reading responses, class participation, and a substantial final research project

Extra Info: may not be taken on a pass/fail basis

Prerequisites: WGSS 101, or instructor permission

Enrollment Preferences: junior and senior WGSS majors

Enrollment Limit: 15
Expected Class Size: 15
Dept. Notes: WGSS junior/senior seminar
Distributional Requirements: Division 2

Spring 2017
SEM Section: 01 Cancelled

WGSS 411(S) Junior/Senior Seminar: Advanced Readings and Research

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

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: wgss 101

Enrollment Preferences: junior and senior wgss majors

Enrollment Limit: 15

Expected Class Size: 15

Distributional Requirements: Division 2

Spring 2017
SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Sara Dubow

WGSS 451 Ideal Bodies: The Modern Nude and Its Dilemmas

Crosslistings: ARTH 451/WGSS 451

Secondary Crosslisting

Since the nineteenth century, the female nude has been so dominant that the very term "nude" has come to stand for the female body. This course looks at both male and female nudes from the time of the French revolution to the present in order to order how and why this gendering occurred. We will explore the ways in which certain types of bodies have been defined in opposition to the white western ideal, and thereby exoticized and marginalized. Our prime focus is the work of David, Ingres, Courbet, Gericault, Manet and Renoir but more popular nineteenth-century images as well as selected works by artists working in the twentieth and twenty-first centuries will be discussed.

Class Format: seminar

Requirements/Evaluation: evaluation will be based on biweekly 1-page papers, short reports, an oral presentation and a 10- to 20-page paper

Prerequisites: two semesters of ARTH 101-102-103; permission of instructor required

Enrollment Preferences: junior and senior Art majors, Women's, Gender and Sexuality Studies majors, French majors, and History majors with a concentration in European studies.

Enrollment Limit: 12

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under WGSS

Distributional Requirements: Division 1

Not Offered Academic Year 2017
SEM Instructor: Carol Ockman

WGSS 452 Women in America, 1620-1865

Crosslistings: HIST 452/WGSS 452

Secondary Crosslisting

This course will explore the diversity of American women's experiences from the colonial era through the Civil War. We will pay particular attention to the roles women filled—as slaves, nuns, housewives, mothers, and workers, as well as depictions of women as witches, paragons of virtue, and urban consumers. In our reading of historiography and primary texts we will analyze the ways in which literacy and artistic culture as well as geopolitical events shaped women's lives. As we study works of history, we will also read modern works of feminist and race theory to further our understanding of connections between ideology and practice, between narrative and argument.

Class Format: seminar

Requirements/Evaluation: a research paper (20-25 pages), based on reading and analysis of a set of primary sources, a literature review, class participation, and an informal reading journal

Prerequisites: none

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

Enrollment Limit: 15

Expected Class Size: 10-15

Distributional Requirements: Division 2

Other Attributes: HIST Group F Electives - U.S. + Canada, HIST Group P Electives - Premodern

Not Offered Academic Year 2017

WGSS 457 Gender, Law, and Politics in U.S. History**Crosslistings:** HIST 457/WGSS 457**Secondary Crosslisting**

This seminar explores the legal history of the United States as a gendered system. It examines how women have shaped the meanings of American citizenship through pursuit of political rights and obligations such as suffrage, jury duty, and military service; how those political struggles have varied across race, religion, and class; and how the legal system has shaped gender relations for both women and men through regulation of such issues as marriage, divorce, work, reproduction, and the family. While we will read some court cases, the focus of the seminar is on the broader relationship between law and society. Readings will address not only the history of statutory law, and of the lawsuits and trials testing those laws, but also the social history of the impact of the law and the political history of efforts to change laws.

Class Format: seminar**Requirements/Evaluation:** evaluation will be based on an extensive (20-25 page) research paper that makes use of primary and secondary sources, brief papers on the weekly readings, and class participation**Prerequisites:** none**Enrollment Preferences:** senior History majors**Enrollment Limit:** 15**Expected Class Size:** 10-15**Distributional Requirements:** Division 2**Other Attributes:** HIST Group F Electives - U.S. + Canada, JLST Enactment/Applications in Institutions, WGSS Theory Courses**WGSS 491(F) Honors Project: Women's & Gender Studies**

Women's, Gender and Sexuality Studies honors project.

Class Format: independent study**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option**Distributional Requirements:** Division 2*Fall 2016*

HON Section: 01 TBA Instructor: Sara Dubow

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

Women's, Gender and Sexuality Studies honors project.

Class Format: independent study**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option**Distributional Requirements:** Division 2*Spring 2017*

HON Section: 01 TBA Instructor: Kathryn Kent

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

Women's, Gender and Sexuality Studies senior thesis.

Class Format: independent study**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option**Distributional Requirements:** Division 2*Fall 2016*

HON Section: 01 TBA Instructor: Sara Dubow

WGSS 494(S) Senior Thesis: Women's & Gender Studies

Women's, Gender and Sexuality Studies senior thesis.

Class Format: independent study**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option**Distributional Requirements:** Division 2*Spring 2017*

HON Section: 01 TBA Instructor: Kathryn Kent

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

Women's, Gender and Sexuality Studies independent study.

Class Format: independent study**Distributional Requirements:** Division 2*Fall 2016*

IND Section: 01 TBA Instructor: Sara Dubow

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

Women's, Gender and Sexuality Studies independent study.

Class Format: independent study

Distributional Requirements: Division 2

Spring 2017

IND Section: 01 TBA Instructor: Sara Dubow