

Gender & Women's Studies - Fall 2013 Courses

Introduction to Gender and Women's Studies GWS 207

Section 01: Professor Susan Alexander
TR 3:30-4:45
Section 02: Professor Sonalini Sapra
MW 3:00-4:15

This interdisciplinary course introduces students to the field of gender and women's studies. The course will enable students to understand how gender impacts their everyday lives, social institutions, and cultural practices both locally and globally. Additionally, students will examine the significance and meaning of one's gender identity in different historical periods, the history of feminist movements, and transnational perspectives on feminism. Students will also discuss how gender intersects with other identities such as socio-economic class, race, ethnicity, sexuality, age, geography, and generational location. Lastly, students will examine and critique cultural representations and claims about women and gender identities. *Gen Ed.*

Independent Study GWS 497

Many faculty members are willing to direct independent study projects. Students interested should speak first to the Gender and Women's Studies faculty member who will guide the project, then contact Professor Stacy Davis to formalize the proposal and ensure proper registration.

Internship GWS 499

Practical off-campus experience in a Gender and Women's Studies related field at an approved site. Jointly supervised by a faculty member and a representative from the sponsoring agency. Open to junior or senior SDMs or Gender and Women's Studies minors who have taken at least two Gender and Women's Studies courses. Must be approved by Professor Davis. Graded S/U. May be repeated for up to three hours. A reflection paper appropriate to the nature of the internship will be required.

Topics: Performance, Race, and Gender ART 371

Professor Tiffany Johnson-Bidler
TR 3:30-4:45

This course examines the histories and theories of performance and performativity as they intersect specifically with issues of race and gender. The course is divided into three sections: history, theory, and practice. In the first section we will gain knowledge about the history of performance art from an art historical perspective. In the second section we will gain an understanding of the critical theories and methodologies that performance studies scholars, art historians, and artists have used to interpret and develop performance art practice. In the third section we will apply our knowledge of performance art history and our understanding of performance theory to form our own analyses of 1) the performance practices of contemporary artists and 2) our own engagement with contemporary mass media. This course will require a semester-long engagement with the video game *The Sims 3* and Chantal Akerman's film *Jeanne Dielman, 23, quai du Commerce, 1080 Bruxelles* (1975). When possible, a practicing performance artist or performance art scholar will be invited to class to speak about his or her work.*GWS credit pending CC approval

Gender and Race Issues in Management BUAD 329

Professor Ujvala Rajadhyaksha
T 6:00-8:30

This course is intended to highlight challenges faced by persons who are not part of the dominant culture of management practice—namely, women and persons of non-Euro-American background—in their bid to advance in the managerial hierarchy. Topics in the course include: the changing nature of the workforce and its implications for management; barriers to the advancement of women in management; gender differences in managerial and communication styles; the glass ceiling; career breaks and re-entry in to the workforce; work-life balance and dual career issues; sexual harassment; working with diverse groups, including African Americans, Latino Americans, Asian Americans and Arab Americans; and organizational pay-offs and challenges of pursuing diversity. Open to non-business majors. Jr/Sr. standing.

Gender & Women's Studies - Fall 2013 Courses

Public Communication COMM 369

Professor Terri Russ
TR 5:00-6:15

As a gender and women's studies course, we will be considering the numerous interconnections between gender and communication. We live our gender both through and within our communication. As gendered beings, when we communicate our gender influences how we communicate and how what we communicate is received. In addition to examining the role of gender in our communication, we will also consider how race, socioeconomic class, and sexuality work in connection with our gender to enable and constrain our communicative attempts. Through our work within a service agency specifically working with women, we will be able to come to a greater understanding of the ways that these social constructs play out in individual lives and impact identity.

Women of Genius ENLT 203

Professor Thomas Bonnell
MWF 9:00-9:50

At the turn of the last century talented women of every description were fighting to have a voice – in politics, in society, in marriage; over their education, their bodies, and their economic destiny. How that struggle found its way into the fiction and the drama of the era (roughly 1880 to 1920) is the focus of this course. A recurring motif is the woman of natural abilities – the woman with a “genius” for this or that calling – who attempts, against steep odds, to win a public audience for her talents, whether from the lectern, the stage, the pulpit, or print.

Post Colonial Women's Writing ENLT 374

Professor Ann Marie Alfonso-Forero
TR 9:30-10:45

In this course we will examine examples of women's literature from Africa, South Asia, and the Caribbean written after the end of British colonialism. These texts engage with the complicated histories of colonization and independence from which they emerge, reflecting the cultural, geo-political, religious, social, and economic contexts that inform the term “postcolonial.” Because we are focusing on women's writing, we will pay special attention to how these texts contribute to an understanding of feminism that challenges Western perceptions of what that term suggests. Therefore, throughout our readings we will consider the various ways in which empire and postcolonial nationalism gave rise to a non-Western understanding of feminism and sexuality studies.

Romantic Era Feminism ENLT 384

Professor Laura Haigwood
MW 11:00-12:15

Women writers of the romantic era did not call themselves “feminists,” but their vindication of the rights of woman inspired all subsequent “waves.” Responding to parallel political demands for democratic government and the abolition of slavery, Romantic women authors began a movement that – despite obstacles and backlashes –blazed a steady trail into the present day. We will begin by reading Jane Austen's *Sense and Sensibility* to situate educated, Romantic era, Englishwomen in their time and place. Our central focus will be the life and work of Mary Wollstonecraft, whose career exemplifies persistent tensions between “sense” and “sensibility” in feminist discourse and feminine experience. We will also read her contemporaries for a wide range of perspectives on women's issues. The good news that good men side with feminists against patriarchal oppression will be demonstrated by William Godwin and John Stuart Mill, among others.

Jane Austen ENLT 417

Professor Laura Haigwood
TR 11:00-12:15

This course offers an intensive study of Jane Austen's fiction in the context of her life and times. We will read all other major novels (with the exception of *Northanger Abbey*), working together toward four equally important goals: 1) to increase our understanding of the novel as a genre through study of the developing craft of a master novelist, 2) to develop experience in intensive study of a single author, 3) to analyze Jane Austen's approach to the particular problems and issues involved in pursuing a career as a woman writer, and 4) to understand Jane Austen's values and ideas as representative of Regency England, as well as to consider the reasons for her continuing popularity. Although our main emphasis will be on literature we will also look at some film versions of Austen novels and discuss how they adapt her fiction to contemporary popular culture and to film as a medium.

Gender & Women's Studies - Fall 2013 Courses

African-American History HIST 341

Professor Jamie Schmidt Wagman
MW 11:00-12:15

This course examines African-American history since emancipation. We will read nonfiction and several fictive works on the Reconstruction, the Great War, the Great Migration, the feminist movements, Garveyism, the Harlem Renaissance, and the Civil Rights movement, among other topics. We will discuss the intersections of race with citizenship, gender, class, and sexuality, and we will draw on critical race theory and feminist theory. We will also examine what kinds of archival sources exist for writing African-American history, and we will discuss the varied debates that have shaped our national understanding of African-American history. Through the use of texts, primary sources, and documentaries, the course aims to familiarize students with the process of historical interpretation and to help students gain a deeper understanding of the United States today. The course will enhance students' critical writing and speaking skills. *GWS THEORY credit pending CC approval

Psychology of Adult Development PSYC 302

Professor Rebecca Stoddart
MW 11:00-12:15

The purpose of this course is to introduce you to the psychological development of adulthood, with a primary focus on personality, gender roles, and social development from late adolescence through mature adulthood/aging. One goal is to explore the psychological theories of adult development as they address the stages and processes contributing to psychological growth across the life cycle. A second goal is to examine commonalities and differences in the developmental life cycle of men and women as well as cultural meanings given to them. We will explore the psychological and/or social basis for the differences, as well as the sociocultural (e.g. ethnicity/race/social class/sexual orientation) effects on men's and women's development. A third and important women's studies goal is for you to develop a more informed awareness of the personal growth issues you are experiencing now and those that you will likely experience in the years to come.

We will use Erikson's psychosocial theory as the organizing structure for this course, and include Jungian theory as we explore the psychological changes and issues that emerge in mid-life. We will also examine critiques of the "Stage and Change theories of Adult Development," particularly in the context of women's lives. Beginning with an overview of central issues in adult development, we will proceed chronologically through the major life stages. Our study of theories of adult development will be enhanced by reading the personal journeys described by the authors of the books we're reading, and by keeping a journal of your responses to and reflections on the readings and class discussions. We will also use the Ramsay and Sweet book of exercises to explore other means of self-reflection.

Becoming Women RLST 362

Professor Phyllis Kaminski
MW 3:00-4:15

Does "woman" exist? What does it mean when feminist theorists say "we have to become women"? What is the connection between religion, sex, and gender? This course reflects the way student interests have evolved during the past decade, especially relating to questions of gender identity in response to socio-political debates and the impact of popularized versions of the late Pope John Paul II's *Theology of the Body* on young Catholic women. It addresses our "commitment to women in all their diversity and reflects our conviction that women must be active agents in defining themselves and creating knowledge" (Women's Studies Program Description).

Beginning with contemporary research (*Sex and The Soul, From the Pews in the Back*), and in solidarity with worldwide communities of women, we will explore how race, ethnicity, sex/gender, class, age, figure into religious understandings. In this religious studies/women's studies class, we will learn and discuss traditional theological positions, current Catholic teaching, contentious issues affecting women within, across, and beyond Christian denominations. Why do Catholics hold certain norms for sexual behavior? How and why does AIDS trouble these norms? Can someone be gay and Catholic? How do these issues affect women's being and becoming in other Christian denominations and beyond Christianity? To that end, we will discuss the *Good Sex Project*, an interfaith, interdisciplinary exploration of sexuality and justice. We will end with your hopes (statements/ vision/action plan) about what is most needed for your generation to become the kind of women you desire. THEORY

Gender & Women's Studies - Fall 2013 Courses

**Sexuality/Intimacy/Relationship
SW 341**

**Section 01: Professor JoAnn Burke
T 3:30-6:00**

**Section 02: Professor Toni Henke-Wheeler
W 6:00-8:30**

This course is designed to provide students with an opportunity to examine human sexuality and intimacy within a lifespan, relational context. Students will address these topics through knowledge of the biological, social, spiritual, and psychological aspects of relationships, sexuality, and intimacy. We will also explore populations-at-risk—namely, those who are experiencing issues with intimacy, sexuality, and relationships. Perspectives from feminist literature will be used to strengthen the analysis. Psychosocial issues are emphasized.

**Contested Masculinities
SOC 220**

**Professor Susan Alexander
TR 12:30-1:45**

Women's studies scholars, including sociologists, have devoted great attention to the varying, and sometime conflicting, versions of femininity. Drawing upon feminist research and empirical social science research, the field of men's studies has been developing during the past two decades in order to analyze what it means to be a man in various historical, cultural, and social contexts. Today, men's studies scholars understand that there is not a single form (hegemonic) of masculinity; rather there are multiple "masculinities" (e.g., race/ethnic group-based, sexuality-based, class-based, nationality-based, etc.). Masculinity is not understood as a one's nature (inherent, biological traits) but as a performativity, a way of "doing" masculinities. Since the performativity of masculinities is constantly undergoing adaptation, newly developing forms of masculinities may be "contested" by the dominant culture. Furthermore, the images constructed of men in public contexts, like mass media, are perceived as both positive and negative – from caring and involved fathers to misogynistic "players" looking to score. As competing images of masculinity unfold on TV screens, in magazine pages, and in other public sites, scholars and the general public ask, what does it mean to be a man today? This course will introduce students to the topic of masculinity and men's studies. Students will learn to identify and analyze the ways in which various forms of masculinity are performed in various social and cultural contexts both within the United States and in select other nations. Additionally, student teams will designed and conduct an applied research project on masculinity. THEORY