WOMEN’S STUDIES (WMNST)

WMNST 1: Introduction to Women’s Studies
3 Credits
Interdisciplinary consideration of the scholarly theories and research pertaining to women’s experiences and women’s status in contemporary American society.

Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)
United States Cultures (US)
First-Year Seminar
General Education: Social and Behavioral Scien (GS)

WMNST 8: Gender Matters
3 Credits
Feminism is one approach to addressing systemic oppressions of both women and men. This course examines various feminist philosophical approaches to issues such as the construction of gender, sex, and sexuality, the nature of gender injustice, and the intersectionality of oppressions. It also addresses contemporary issues, including sexual harassment and assault, abortion, explicit and implicit bias, and discrimination and exclusion.

Cross-listed with: PHIL 8
Bachelor of Arts: Humanities
General Education: Humanities (GH)
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Soc Resp and Ethic Reason

WMNST 83N: First-Year Seminar in Women’s Studies
3 Credits
WMNST 83N First-Year Seminar in Women’s Studies (3) This course introduces first-year students to the complex and interdisciplinary field of Women's, Gender, and Sexuality Studies. Students develop an understanding of a feminist approach to understanding stratifications of power and privilege in society not only impact but co-constitute constructions of gender and sexual identity that are sometimes at odd with an individual’s lived experience. Students learn that social variables such as gender, age, social class, religion, ethnicity, race, sexual orientation and place of residence affect the way people view the world, behave and communicate. Students will develop the ability to locate, organize, and evaluate information about these identity intersections from a variety of sources, and use them to synthesize and analyze their own lived experience as a gendered being. Through the reading of texts, discussions, debates, and individual and collaborative projects, students are introduced to: feminist analysis of current topics and issues in women’s and gender studies; to using women’s and gender studies as a discipline and form of critical engagement; to the concepts of interdisciplinary vs. multidisciplinary research and scholarship; to intersectional analysis of identity, power, and oppression; to scholarly conduct and responsibilities. Students will be expected to develop an understanding of current issues and debates within and beyond the field of women’s and gender studies as they relate to contemporary fiction and nonfiction writing as well as feminist thought through social media. Students will recognize that social variables such as gender, age, social class, religion, ethnicity, race, sexual orientation, and place of residence affect the way people view the world, behave, and communicate. Students will develop the ability to locate, organize, and evaluate information about these identity intersections from a variety of sources and use them to synthesize and analyze their own ideas as well as come to an understanding regarding the stratification of power and privilege in society.

Bachelor of Arts: Humanities
Bachelor of Arts: Social and Behavioral Sciences
United States Cultures (US)
First-Year Seminar
General Education: Humanities (GH)
General Education: Social and Behavioral Scien (GS)
General Education - Integrative: Interdomain
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Key Literacies
GenEd Learning Objective: Soc Resp and Ethic Reason

WMNST 100: Introduction to Women’s and Gender Studies
3 Credits
This introductory survey course fulfills requirements for General Education in Social Sciences, the Bachelor of Arts degree in Social and Behavioral Sciences, and US and International Cultures competence. It is also a prerequisite for upper-level courses in Women's, Gender, and Sexuality Studies. This class focuses on women's shared and unshared experiences, issues of gender roles and stereotyping, questions related to sex/gender systems, and the different disciplinary approaches to the study of women and gender. The course asks how women's behavior, activities, accomplishments, roles, sexuality and status have been shaped by biological, psychological, sociological, cultural, historical and political determinants, as well as by women's experiences based on their racial, class and sexual identities. Topics include the history of women's liberation movements, women's experiences in home, work and educational settings, gender roles and stereotyping as influenced by media, culture, education, and other social institutions, health and body image issues, and multiple forms of oppression. The course will focus equally on feminist issues in both the US and on a global scale and is both interdisciplinary (drawing information and readings from history, psychology, political science, and sociology) and broadly inclusive (addressing at all times the relationship between gender, race, class, ethnicity and sexual orientation).

Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)
United States Cultures (US)
General Education: Social and Behavioral Scien (GS)
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Integrative Thinking
GenEd Learning Objective: Soc Resp and Ethic Reason

WMNST 100U: Introduction to Women’s and Gender Studies
3 Credits
This introductory survey course fulfills requirements for General Education in Social Sciences, the Bachelor of Arts degree in Social and
Behavioral Sciences, and US and International Cultures competence. It is also a prerequisite for upper-level courses in Women's, Gender, and Sexuality Studies. This class focuses on women's shared and unshared experiences, issues of gender roles and stereotyping, questions related to sex/gender systems, and the different disciplinary approaches to the study of women and gender. The course asks how women's behavior, activities, accomplishments, roles, sexuality and status have been shaped by biological, psychological, sociological, cultural, historical and political determinants, as well as by women's experiences based on their racial, class and sexual identities. Topics include the history of women's liberation movements, women's experiences in home, work and educational settings, gender roles and stereotyping as influenced by media, culture, education, and other social institutions, health and body image issues, and multiple forms of oppression. The course will focus equally on feminist issues in both the US and on a global scale and is both interdisciplinary (drawing information and readings from history, psychology, political science, and sociology) and broadly inclusive (addressing at all times the relationship between gender, race, class, ethnicity and sexual orientation).

Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)
United States Cultures (US)
General Education: Social and Behavioral Scien (GS)
Honors
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Integrative Thinking
GenEd Learning Objective: Soc Resp and Ethic Reason

WMNST 101: The African American Woman
3 Credits
The sociological, historical, and political experiences of African American women, their roles and contributions to society.
Cross-listed with: AFAM 101
Bachelor of Arts: Humanities
United States Cultures (US)
General Education: Humanities (GH)

WMNST 101H: The African American Woman
3 Credits
The sociological, historical and political experiences of African American women, their roles and contributions to society.
Cross-Listed
General Education: Humanities (GH)
Honors

WMNST 102: Women of Color: Cross-Cultural Perspective
3 Credits
Global examination of value systems of women of color; attention to minority ethnic groups in the United States and developing countries.
Cross-listed with: AFAM 102
International Cultures (IL)

General Education: Humanities (GH)

WMNST 103: Racism and Sexism
3 Credits
Critical analysis of the structure of race and gender in the contemporary United States.
Cross-listed with: AFAM 103, SOC 103
Bachelor of Arts: Social and Behavioral Sciences
United States Cultures (US)

WMNST 104: Women and the American Experience
3 Credits
Selected aspects of the role of women in United States history and culture from colonial to modern times. AMST 104 / WMNST 104 Women and the American Experience (3) (GH;US)(BA) This course meets the Bachelor of Arts degree requirements. AMST 104 / WMNST 104 is a broad-ranging introduction to women in American culture. While specific topics may vary from class to class, the course examines the history and literature of American women, paying particular attention to issues of race and diversity. Students will be evaluated on essay tests, papers, journal entries, and attendance. The course offers students valuable experience in critical thinking, analysis, and writing. The course offers students a broad introduction to American women's issues, and so serves as preparation for more advance courses in American studies, American literature, American women's history, and Women's studies. AMST 104 / WMNST 104 counts towards the American Studies major and minor and the Women's Studies major and minor. Non-American Studies majors and minors may use this course to fulfill a general education humanities (GH) or Bachelor of Arts humanities credit requirements.
Cross-listed with: AMST 104
Bachelor of Arts: Humanities
United States Cultures (US)
General Education: Humanities (GH)

WMNST 105N: Living in a Diverse World
3 Credits
This introductory survey course fulfills General Education Integrative Studies requirements in humanities and social sciences, and also meets the requirements for the United States Cultures Designation and Bachelor of Arts in Humanities and Social and Behavioral Sciences. This course uses literature, film and scholarly texts to inspire students to explore how conceptions of social difference, such as those linked to categories of gender, race, sexuality, class, ethnicity, and disability, shape society and everyday interactions historically and today. The course takes an intersectional perspective to explore how and why these categories vary over time and space, the effects of such variations for individuals and communities, and the connections between identity and the exercise of power. Geographically, the course emphasizes the relationship between social difference and power in the U.S. history and society, but takes a transnational perspective when possible by making comparisons to contexts beyond the United States. Furthermore, the class examines how individuals and communities most directly marginalized by these processes contest and re-imagine dominant categories and assumptions. Materials and discussions in the class trace broad social and historical trends as well as dive into the facets of everyday life. The class is
designed to encourage reflection on the ethical challenges that arise when we become aware of how privilege, power and difference are intertwined in our world and daily lives. Students who successfully navigate this course will be able to: 1. Apply basic theories of identity, difference, social power and privilege to a wide range of textual and visual materials, and to their own interactions in the context of day-to-day life. 2. Critically engage at an introductory level histories of how race, gender, sexuality, class and disability have been constructed in the U.S. context. 3. Consider transnational dimensions of similar dynamics and contrast these with the U.S. context. 4. Identify and analyze the multiple ways individuals, communities and social movements have resisted and remade categories of identity and changed relations of power over time and space. 5. Recognize and explore the ethical dimensions of social, political and/or economic marginalization rooted in constructions of social identity.

Bachelor of Arts: Humanities
Bachelor of Arts: Social and Behavioral Sciences
United States Cultures (US)
General Education: Humanities (GH)
General Education: Social and Behavioral Sciences (GS)
General Education - Integrative: Interdomain
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Global Learning
GenEd Learning Objective: Soc Resp and Ethic Reason

WMNST 106N: Representing Women and Gender in Literature, Art and Popular Cultures

3 Credits

Interdisciplinary consideration of primary works and scholarship pertaining to women in the humanities and the arts. WMNST 106N Representing Women and Gender in Literature, Art and Popular Cultures (3) (GA;GH;US;IL)(BA) This course meets the Bachelor of Arts degree requirements. This is an introductory survey course that fulfills General Education Integrative Studies requirements in humanities and arts, and also fulfills United States and International Cultures requirements. The course is a prerequisite for upper level women's studies courses. WMNST 106N is an introduction to the interdisciplinary field of Women's, Gender, and Sexuality Studies, with an emphasis on the experiences, achievements, and status of women in the arts and humanities in the U.S. and global context. While providing a broad overview of scholarly research and theory pertaining to women and gender, students will also see many examples of contemporary women’s creative practice through the visual arts, media, and popular culture. Students will learn about the challenges women artists have faced in making their way in a male-dominated arts and media industry; they will learn how these artists sought and continue to seek new languages and forms, whether in paint, words, film, music, crafts, to reassess and re-imagine notions of sex and sexuality, gender, race and ethnicity that underlie many forms of social injustice. Class meetings will be a mixture of lectures, group discussions, individual and group exercises, films, and guest speakers. Assigned readings and class meetings are designed to help students reassess predominant modes of thought and to give students tools to appreciate the creative work of highly diverse women. Given that this is an honors section, assignments will be geared towards taking advantage of small class sizes and fully engaged learners to generate dynamic classroom discussions and creative innovation.

Bachelor of Arts: Arts
Bachelor of Arts: Humanities
International Cultures (IL)
United States Cultures (US)
General Education: Arts (GA)
General Education: Humanities (GH)
General Education - Integrative: Interdomain
Honors
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Global Learning

WMNST 110: Sociology of Gender

3 Credits

Changing sex role expectations and behavior for men and women in contemporary society. SOC (WMNST) 110 Sociology of Gender (3) (GS;US) (BA) This course meets the Bachelor of Arts degree requirements. This course provides an introduction to the analysis...
and understanding of how men’s and women’s lives are different and how they intersect with each other. The course focuses on the social construction of gender and the impact of gender on experiences in a variety of social contexts and institutions throughout the life course, including cross-cultural comparisons of gender expectations. An overriding objective is to help students better assess and analyze the effects of gender throughout history and in their everyday lives. Class sessions are a mixture of lectures, discussions, group exercises, guest speakers, and films designed to engage the students in the learning process. Each session helps students to critically evaluate the effects of gender discussed in their readings and experienced in their everyday lives. The evaluation tools used for this course extend this critical evaluation. Although the specific evaluation methods vary by sections, all sections use some form of reaction papers, book reviews, and/or journals. These writing assignments require students to demonstrate an understanding of the class readings, lectures, and activities, and to offer an evaluation and assessment of these readings and presentations. Because the social construction of gender is intertwined with family, work, religion, education, government, and all interpersonal interaction, the course overlaps with courses in each of these areas. This course meets a General Education requirement in Social and Behavioral Sciences. It can be used as a lower-level sociology course in the Sociology BA major and the Sociology minor. It can also be used as a supporting course in the Women’s Studies major and minor.

Cross-listed with: SOC 110
Bachelor of Arts: Social and Behavioral Sciences
United States Cultures (US)
General Education: Social and Behavioral Scien (GS)

WMNST 116: Family and Sex Roles in Modern History
3 Credits

Historical perspectives on the Western family since 1500: gender roles, marriage, sexuality, child rearing, and old age; emphasis on United States.

Cross-listed with: HIST 116
Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)
United States Cultures (US)
General Education: Social and Behavioral Scien (GS)

WMNST 117: Women in United States History
3 Credits

HIST 117 / WMNST 117 provides students with an overview of the most important historical developments in the history of women in the United States, including women’s actual experiences as members of a class, a race, and an ethnic community, the progress women have made as individuals, workers, and citizens as well as the opposition they have faced. While knowing the facts is obviously important to historical understanding, this course helps students develop critical thinking skills. These skills include: close and thoughtful reading and analysis of primary and secondary sources; looking for a broader coherence or order to the material; independent analysis and effective articulation (both in writing and in class discussion) of well-reasoned, well-crafted conclusions and interpretations and arguments (conclusions/interpretations/arguments which are supported by specific factual evidence derived from a variety of sources). The three specific course objectives underscore its scholarly dimensions: (1) Students will gain a knowledge and understanding of the diverse experiences of different groups of American women. (2) Students will gain an understanding and knowledge of the political, economic, and social processes that shaped the history of women in the United States. (3) Students will learn how to think historically by placing documents written in the past in their historical contexts, and to consider the relationship of the past to the present. By the end of the course students will: Demonstrate an understanding of the chronology of United States women’s history. Demonstrate an understanding of the diverse experiences of different groups of American women. Demonstrate an understanding of the social, political, and ideological structures that shaped the history of American women and continue to shape the modern United States.

Cross-listed with: HIST 117
Bachelor of Arts: Humanities
United States Cultures (US)
General Education: Humanities (GH)
GenEd Learning Objective: Integrative Thinking
GenEd Learning Objective: Key Literacies

WMNST 117H: Women in Modern History
3 Credits

Modernization and women: changing images and roles since mid-eighteenth century in the family, workshop, politics, society. Cross-cultural comparisons.

Cross-Listed
General Education: Humanities (GH)
Honors

WMNST 120: Sex, Gender, and the Body
3 Credits

This introductory course considers core topics in the field of feminist sexuality studies to both unsettle popular mainstream discourses on sexuality and to aid students in developing a more comprehensive, inclusive, and ethical lens through which to view intersections of gender, sexuality, and the body. Over the course of the semester, students will engage critical conversations in the field of feminist sexuality studies, from debates on pornography and sex work to subcultural and queer sexual practices to the emergence ‘hook-up culture’ and new technologies transforming the landscape of sexual knowledge and practice. The course also substantively engages the ethics of sexual consent, sexual pleasure, and sexual communication. Utilizing an intersectional approach, the course examines how sexual identities and experiences are informed by differences of race, ethnicity, gender, class, and dis/ability status. The course is interdisciplinary and grounded in the behavioral and social sciences, drawing from feminist sociological, psychological, historical, ethnographic, and public health literatures in order to provide students with a comprehensive and multi-faceted introduction to recent, contemporary, and emergent scholarship on sexual health and diverse forms of sexual practice. Geographically, the course emphasizes the relationship between social difference, power, and sexuality in U.S. history and society, but takes a transnational perspective when possible by making comparisons to contexts beyond the United States. Furthermore, the class examines how individuals and communities most directly marginalized by these processes of sexual stigmatization contest and re-imagine dominant categories and assumptions. Materials and discussions in the class trace broad social
and historical trends as well as dive into the facets of everyday life. The class is designed to encourage reflection on the ethical challenges that arise when we become aware of how privilege, power and difference impact sexual knowledge and practice.

Bachelor of Arts: Social and Behavioral Sciences
United States Cultures (US)
General Education: Social and Behavioral Scien (GS)
GenEd Learning Objective: Key Literacies
GenEd Learning Objective: Soc Resp and Ethic Reason

WMNST 136: Race, Gender, and Employment
3 Credits

This course will ask how race and gender affect work in the contemporary United States. We will consider how race and gender shape people's work opportunities, their wages at work, and whether they participate in paid or unpaid labor (or both). We will begin with an overview of work and the changes in the workforce over time; we will move to investigate how workplace structures reproduce gender and race inequalities; will ask how race and gender inequalities are informally maintained through education systems and social networks; will consider differing dimensions of inequality across poverty, immigration, and sexuality; and will consider how studying unpaid labor helps us better understand the formal paid economy.

Cross-listed with: AFAM 136, LER 136
Bachelor of Arts: Social and Behavioral Sciences
United States Cultures (US)
General Education: Social and Behavioral Scien (GS)
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Soc Resp and Ethic Reason

WMNST 136W: Race, Gender, and Employment
3 Credits

This course will ask how race and gender affect work in the contemporary United States. We will consider how race and gender shape people's work opportunities, their wages at work, and whether they participate in paid or unpaid labor (or both). We will begin with an overview of work and the changes in the workforce over time; we will move to investigate how workplace structures reproduce gender and race inequalities; will ask how race and gender inequalities are informally maintained through education systems and social networks; will consider differing dimensions of inequality across poverty, immigration, and sexuality; and will consider how studying unpaid labor helps us better understand the formal paid economy. The course emphasizes writing in the form of short assignments and longer papers as a means to develop comprehension of these ideas. This course is a writing intensive course designed to develop formal writing appropriate for a business context. We will use an active and engaged writing process using the course topics of diversity and employment inequality to strengthen writing skills.

Cross-listed with: AFAM 136W, LER 136W
Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)
General Education: Social and Behavioral Scien (GS)
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Soc Resp and Ethic Reason

Writing Across the Curriculum

WMNST 137: Women and Religion
3 Credits

Jewish and Christian religious views on womanhood; thought and lives of important religious women; and feminist understandings of these. RLST 137 / JST 137 / WMNST 137 Women and Religion (3) (GH;US;IL)

Women and Religion examines the historical and contemporary role of women in society and in religion, how those roles are shaped by religious doctrines around leadership, ritual, language, and the valuation of women's experience and history, and the diversity of women's voices speaking to these issues. An historical inquiry begins with a review of early goddess-based religion and an examination of gender roles promoted in selected creation narratives, including those from Genesis. Additional biblical and non-canonical texts are studied for their various characterizations of woman, the influence of marital status, and her place in the public and private spheres. Historical debates about women consider what roles women played in leadership structures, in religious ceremonies and in the creation of a theological tradition as well as the places women created for themselves outside 'official' institutional churches or the formalities of worship. We study prominent women in biblical history, the early church, the medieval past, and in modern American history. What are their stories and what noteworthy contributions did they make in the history of religion? What do we know of their lives and thought? Furthermore, the course addresses contemporary issues of importance to women and how those issues are resolved from the multiple perspectives within Judaism and Christianity. Such issues may include dating, marriage, family and divorce; spousal and gender relations; reproductive rights; homosexuality; sexual violence toward women; work outside the home; and religious leadership and inclusion. Finally, the course examines women's diverse understandings of the ways of being religious. Women are not a homogenous group and are responding in a multitude of ways to the decisions they face about staying within or working outside established institutions. We consider their choices, from redefining and recreating new traditions and rituals, both within and outside formal worship settings, to returning to goddess worship and other innovations inspired by the most recent feminist movement. All topics are discussed in light of the different beliefs and understandings across the movements within Judaism as well as within Roman Catholicism and the many Protestant denominations. In addition, the diversity of scholarly interpretation is emphasized, including that offered by feminist theologians and the breadth of women's experience arising from factors of race, ethnicity, sexual orientation, and class and educational background.

Prerequisite: third-semester standing
Cross-listed with: JST 137, RLST 137
Bachelor of Arts: Humanities
International Cultures (IL)
United States Cultures (US)
General Education: Humanities (GH)

WMNST 157: Science, Technology, and Gender
3 Credits

The role of women and gender in science, technology, and engineering. S T S (WMNST) 157 Science, Technology, and Gender (3) (GS;US;BA) This course meets the Bachelor of Arts degree requirements. S T S/WMST 157 examines the role of gender in science, engineering, and technology. The course offers a broad interdisciplinary overview of scholarly research and
General Education: Humanities (GH)

Cross-listed with: HIST 166

identities across different races, classes, ethnicities, and religious groups.

especially attentive throughout to the varieties of sexual practices and contexts, including India, the Middle East, and Latin America. It will be

will offer students opportunities to examine these questions in other

extent is the study of sexuality inherently a study of gender, sex roles, and feminism? While focused primarily on the United States, the course

practices, as well as to limit claims to sexual respectability? To what

complicate our historical exploration? What are the connections between

and sexuality, repression and resistance, deviance and acceptance, identity and community from studying the lesbian and gay past? How

has racism been employed to justify particular reproductive and sexual practices, as well as to limit claims to sexual respectability? To what

is the study of sexuality inherently a study of gender, sex roles, and feminism? While focused primarily on the United States, the course

of sources, methods, and analysis that historians face, including: How

experience, the course will teach students to evaluate large questions about sexual and gender roles; the connections between prescriptive

literature and lived experience; the origins and meanings and racial violence in the context of ideas about sexuality; the role of marriage in defining sex, race, and respectability; and the experiences and conflicts that have shaped the emergence of modern lesbian and gay identities.

By closely and critically examining one aspect of human thought and experience, the course will teach students to evaluate large questions about sources, methods, and analysis that historians face, including: How do we recover stories of ‘private life’ from societies and eras different from our own? How does our own understanding of what sexuality complicate our historical exploration? What are the connections between gender identity and sexual practices? What can we learn about gender and sexuality, repression and resistance, deviance and acceptance, identity and community from studying the lesbian and gay past? How has racism been employed to justify particular reproductive and sexual practices, as well as to limit claims to sexual respectability? To what extent is the study of sexuality inherently a study of gender, sex roles, and feminism? While focused primarily on the United States, the course will offer students opportunities to examine these questions in other contexts, including India, the Middle East, and Latin America. It will be especially attentive throughout to the varieties of sexual practices and identities across different races, classes, ethnicities, and religious groups.

Prerequisite: one introductory level course in History or Women’s Studies

Cross-listed with: HIST 166

United States Cultures (US)

General Education: Humanities (GH)
non-dominant (female) culture in the United States as well as in Britain. In so far as the course covers lesbian writers, it is concerned with sexual orientation. Topics under consideration will vary from class to class, but may include a chronological introduction to the development of women's literature, a consideration of a principle theme or themes common to women's literature through a number of works from across a number of historical periods, a consideration of a number of women's works in the context of historical events central to their creation, a consideration of a number of women's works in the context of formal or aesthetic elements common to those works and their various effects. This class will prepare students for advanced courses in women's literature as well as other academic courses that engage in the verbal and written analysis of complex written texts.

Cross-listed with: ENGL 194
Bachelor of Arts: Humanities
International Cultures (IL)
United States Cultures (US)
General Education: Humanities (GH)
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Key Literacies

WMNST 197: Special Topics
1-9 Credits/Maximum of 9
Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

WMNST 199: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.
International Cultures (IL)

WMNST 200: Global Feminisms
3 Credits
This course introduces students to the complexity of feminisms in the context of contemporary globalization. Much of the course focuses on the variety of feminist movement transnationally, particularly as those movements respond to not only local culture and politics, but also to global politics, and as such it touches again and again on the history of power. Explorations of the interanimating systems of power in a given area or region includes attention to ideologies of gender, race, sexuality, colonialism, imperialism, health and welfare, any or all of which are either supported or disrupted by globalism. The course holds a feminist lens to issues such as: gender and sexualities; the politics of the body; ongoing effects of colonialism-in theory and practice-on women worldwide; women¿s health; women and the environment; women's labor; political economy; transnational migrations; global class relations; women and/in the media; violence against women; women and war; the global sex/human trafficking trades; silence and marginalization; citizenship politics; women in politics and activism around the globe.
The course examines contemporary feminist theory in the Global North and the Global South, highlighting the ways in which the term 'feminism' continues to be contested. Given that we no longer talk about 'feminism' in the singular in the United States, lack of agreement on the priorities of feminists worldwide is even more acute, given diverse cultural, political and economic positions of women around the globe. Thus the course also asks students to resist the kinds of generalizations that have led to inadequate feminist response to urgent challenges faced by women around the world. At the same time, the course will ask what kinds of connections can be made between local feminisms, and transnational feminist movement.

Bachelor of Arts: Other Cultures
Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)
General Education: Social and Behavioral Scienc (GS)
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Global Learning
GenEd Learning Objective: Soc Resp and Ethic Reason

WMNST 200U: Global Feminisms -Honors
3 Credits
This honors course introduces students to the complexity of feminisms in the context of contemporary globalization. Much of the course focuses on the variety of feminist movement transnationally, particularly as those movements respond to not only local culture and politics, but also to global politics, and as such it touches again and again on the history of power. Explorations of the interanimating systems of power in a given area or region includes attention to ideologies of gender, race, sexuality, colonialism, imperialism, health and welfare, any or all of which are either supported or disrupted by globalism. The course holds a feminist lens to issues such as: gender and sexualities; the politics of the body; ongoing effects of colonialism-in theory and practice-on women worldwide; women¿s health; women and the environment; women's labor; political economy; transnational migrations; global class relations; women and/in the media; violence against women; women and war; the global sex/human trafficking trades; silence and marginalization; citizenship politics; women in politics and activism around the globe. The course examines contemporary feminist theory in the Global North and the Global South, highlighting the ways in which the term 'feminism' continues to be contested. Given that we no longer talk about 'feminism' in the singular in the United States, lack of agreement on the priorities of feminists worldwide is even more acute, given diverse cultural, political and economic positions of women around the globe. Thus the course also asks students to resist the kinds of generalizations that have led to inadequate feminist response to urgent challenges faced by women around the world. At the same time, the course will ask what kinds of connections can be made between local feminisms, and transnational feminist movement.

Bachelor of Arts: Other Cultures
Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)
General Education: Social and Behavioral Science (GS)
Honors
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Global Learning
GenEd Learning Objective: Soc Resp and Ethic Reason

WMNST 202N: Women, Gender, and Feminisms in Africa
3 Credits
This introductory course provides students with a broad interdisciplinary overview of scholarly research and theory related to women and gender
studies in Africa, using both historical and contemporary examples from across the continent. We will explore the complex, and oftentimes contradictory, meanings attached to gender and sexuality in various African contexts. For example, what does it mean to be a 'good' woman in Uganda today? How does this definition change (or not) if she comes out as a lesbian? What if s/he identifies as a transgender man or rejects gender binaries altogether? What if gender did not matter, or even, did not exist? In addition to exploring these types of questions, we will also examine African feminist thought, paying close attention to the ways in which African feminisms are similar to and/or different from other forms of feminism worldwide. We will also consider what these movements looked like in practice. What strategies did African feminists utilize to promote social change? What challenges did they face? What victories resulted from their efforts? Although topics may vary from semester to semester, key themes include environmental activism, anti-war/peace activism, political activism, sex worker rights activism, activism to support peoples living with HIV/AIDS, and activism against harmful traditional practices. Finally, we will examine the ways in which African feminists have contributed to global debates and initiatives on women's rights and gender equity. Students in this course can expect to engage with diverse texts from the humanities (esp. history, literature, film studies, and philosophy), as well as from the social and behavioral sciences (esp. anthropology, geography, sociology, and political science).

Cross-listed with: AFR 202N
Bachelor of Arts: Humanities
Bachelor of Arts: Other Cultures
Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)
General Education: Humanities (GH)
General Education: Social and Behavioral Scien (GS)
General Education - Integrative: Interdomain
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Global Learning

WMNST 205: Gender, Diversity and the Media
3 Credits

COMM (WMNST) 205 Women, Minorities, and the Media (3) (GS;US)(BA)
This course meets the Bachelor of Arts degree requirements. This course is aimed at consumers of media in any form. It explores the relationship between the media and society through critical analysis of media and its role in education about and creation of social reality. Students research literature on human diversity issues in media representation. Students explore economic, political and social implications of media practice. Course content is designed to help build deeper understanding of gender, race, ethnicity, ability, sexual orientation and class diversity in media. Students explore the role of media and media literacy within the pluralistic democratic US society in the context of a diverse global society. Communication theory helps explain how media representations impact human construction of meaning in social relationships.

Cross-listed with: COMM 205
Bachelor of Arts: Social and Behavioral Sciences
United States Cultures (US)
General Education: Social and Behavioral Scien (GS)

WMNST 207N: LGBTQ+ Identity, Culture and The Arts
3 Credits

WMNST 207N: LGBTQ+ Identity, Culture and the Arts will blend theories and methods in the Social and Behavioral Sciences (GS) with those of the Integrative Arts (GA). The course introduces key ideas, concepts and issues related to LGBTQ+ identity and culture, while highlighting aesthetic values of LGBTQ+ expression. The course broadly traces the historical, global, political and academic trajectories of LGBTQ+ studies and considers contemporary topics (for example, global-local influences, intersectionality, activism, and the media) as they relate to LGBTQ+ identity and the arts. The course is attentive to the ways that sexual identities intersect with other types of identities, such as age, gender, race/ethnicity, ability, religion. The course will also help students develop arts-related skills and teach students to recognize and value the arts as an integral part of LGBTQ+ cultural expression. Students will write critical papers, participate in discussions with artists and scholars, explore queer art and art spaces, as well as create a performance or installation art project. Incorporating seminar - and lecture-style instruction with constructivist-creative learning and experiential strategies, the course seeks to develop a learning community stimulated by discourse, collaboration, and creative/aesthetic exploration. This course is a General Education interdomain (N) course for General Education Social and Behavioral Sciences (GS) and General Education Arts (GA), with US Cultures (US), International Cultures (IL) designate. The course is cross listed in both Women's Studies and Arts.

Cross-listed with: ART 207N
Bachelor of Arts: Arts
Bachelor of Arts: Social and Behavioral Sciences
International Cultures (IL)
United States Cultures (US)
General Education: Arts (GA)
General Education: Social and Behavioral Scien (GS)
General Education - Integrative: Interdomain
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Integrative Thinking
GenEd Learning Objective: Key Literacies

WMNST 213Y: African American Women's History
3 Credits

This course examines the social, political, and economic history of African American women in the United States from slavery to the present.

Cross-listed with: AFAM 213Y, HIST 213Y
United States Cultures (US)
General Education: Humanities (GH)
Writing Across the Curriculum

WMNST 220: Beyond Birth Control: Feminist Perspectives on Women's Sexualities
3 Credits

This course explores various aspects of women's sexualities from an interdisciplinary and intersectional feminist perspective. Assigned reading from feminist theory, social science research, and feminist sexologists will explore: the female body and embodied identities; the social construction of sexualities; sexual rights; sexual pleasure and
desire; impacts of racism, poverty, sexism, heterosexism and transphobia on sexual identities; and how women make meaning of their sexual experiences. We also investigate models of sex and sexuality education that attend to queer and trans desire, sexuality and sexual identities.

Bachelor of Arts: Social and Behavioral Sciences
United States Cultures (US)
General Education: Social and Behavioral Scien (GS)
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Soc Resp and Ethic Reason

WMNST 225N: Sexuality and Modern Visual Culture
3 Credits
ENGL 225N / ARTH 225N / WMNST 225N Sexuality and Modern Visual Culture (3) (GA;GH) An examination of the visual expression of gender and sexual identities in English-speaking cultures since the late nineteenth century. The terms 'feminist' and 'homosexual' were invented by the Victorians and reflect profound shifts in conceptions of identity. Another invention of the nineteenth century was the idea of the literary and artistic 'avant-garde' as a minority contingent with politically and/or aesthetically advanced views. These ideas of minority culture were deeply enmeshed with one another, and have exerted profound influence ever since. This course explores that history with the objectives of expanding students’ knowledge of modern art and literature, and of fostering more sophisticated understandings of how evolving socio-political ideas affect our sense of who we are and how we relate to texts and images. The course is relevant to students of American and English studies, art, art history, and women’s, gender and sexuality studies.

Cross-listed with: ARTH 225N, ENGL 225N
General Education: Arts (GA)
General Education: Humanities (GH)
General Education - Integrative: Interdomain
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Integrative Thinking
GenEd Learning Objective: Soc Resp and Ethic Reason

WMNST 227: Introduction to Queer Theory
3 Credits
ENGL 227 Introduction to Sexuality Studies (3) (GH;US) This course focuses on the body of critical writings known as queer theory in order to analyze issues of sexuality and gender since 1969. The course interrogates sexual norms and their deviations, with a particular focus on the relationships between sexuality, imagination, and ethics in the making of sexual communities and fostering activism around sexuality and gender. We will study how class, race, and gender have been shaped, and themselves shape, the production of and resistance to sexual norms. Queer Theory engages issues ‘queer space’ and ‘queer time’, related concepts that relate bodies and environments to history and memory, and to fantasy, imagination, and utopianism. We will also explore the ways marginalization, shame, and criminalization have been transformed into visionary acts of ‘world-making’ that have changed contemporary understandings of bodies, identities, social formations, literature and visual culture. Throughout, our focus will be on the relationships between sexuality and ethics, and how both shape the history of queer culture and activism.

Prerequisites: ENGL 015; ENGL 030; ENGL 137H

Cross-listed with: ENGL 227
United States Cultures (US)
General Education: Humanities (GH)
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Soc Resp and Ethic Reason

WMNST 235: Gender and the Global Information Technology Sector
3 Credits
Integrates information technology and gender studies. Overview issues and socio-cultural shaping of gender in the IT field.

Cross-listed with: IST 235
United States Cultures (US)

WMNST 240Q: Artistic Patronage in Europe
3 Credits
This course surveys the institutions and social networks in which European fine arts were created, consumed and critiqued. Beginning with the medieval period and ranging to the early 20th century, the course will examine the variety of communities where public and private often intersected and which sponsored innovations in the arts. Often indexing social movements and political change, such communities include convents and cathedrals, royal academies and courts, coffee houses, salons, and theaters. Artists, performers, patrons, politicians, journalists, and others collaborated and competed in these spaces. Such communities could embody political and economic power, or foster resistance to it. This approach to the history of the arts in western culture puts the focus less on the individual creative genius of great composers, writers, painters, and sculptors, and more on the social exchanges and institutions that sponsored and received their work. Such an approach brings to light particularly the ways in which women played significant roles in the production and reception of culture: as salon hostesses, patronesses, and divas, women often enabled and enacted cultural production. Some examples of particular units of study might include: the German convent of Hildegard of Bingen (1098-1179), where monophonic chant and allegorical morality plays developed; the Mantuan (Italy) court of Isabella d'Este, the first lady of the world, (1474-1539) where the roots of the madrigal began and where notable painters found support and sponsorship; the French salons of Mme. Geoffrin (1699-1777) and Mme. de Staël (1766-1817); and the student residences in Madrid where avant-garde writers and artists interacted. Each unit will also consider the relationships between the aesthetic norms and values of a period and the economic and political realities of sponsorship. The course will require that students attend at least one musical performance or concert held on campus during the semester and complete a brief writing project based on that experience. This requirement will encourage students to think about their own university as a contemporary space of cultural sponsorship.

Cross-listed with: CMLIT 240Q, HIST 240Q, IT 240Q
International Cultures (IL)
General Education: Arts (GA)
General Education: Humanities (GH)
General Education - Integrative: Interdomain
Honors
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Global Learning
GenEd Learning Objective: Key Literacies

WMNST 245: Introduction to LGBTQ Studies

3 Credits

An introduction to the dominant themes in Lesbian, Gay, Bisexual, Transgender, and Queer Studies, with an emphasis on both literary & cultural studies. This course explores the history of modern, western ideas about sexual identity as manifested in literature, theater, film, and other narrative forms of popular culture. Drawing on the substantial body of 'queer theory' generated by scholars in the humanities since the 1990s, this class examines sexuality not as a 'natural' or consistent phenomenon, but as a set of beliefs that have changed over time and manifest themselves differently in different cultural and historical contexts. Starting in the late nineteenth century, scientific and medical authorities began categorizing individuals into sexual types based on their manifestations of gendered characteristics and their erotic attractions and practices. This medical typing corresponded with the development of subcultures associated with deviance from sexual norms; these subcultures produced a rich variety of texts, images, performances, and social forms, many of which became central to both popular and high culture. This course explores this rich archive, moving among media. It investigates constructions of sexual conformity and how sexual nonconformists positioned themselves in relation to cultural and medical group identities. It examines how distinctions between gendered, raced, and classed bodies were historically produced and culturally contested. It considers what commonalities gay identities may - or may not -- share with lesbian identities and how transgender and other identities have altered perceptions of sexual identity. The course also explores the relationship of the avant-garde to the mass media and how sexual subcultures have shaped literary and other cultural forms of expression. Comparative study of issues of sexuality beyond and between the borders of the United States expands the course's critical scope beyond dominant forms of western culture. This course does not propose definitive answers to the questions of identity it addresses. Instead it negotiates the ways sexualities have enabled individuals to articulate -- and disarticulate -- themselves within social bodies past and present. This course, therefore, has wide relevance for students interested in how two basic human activities have changed over time in both ideology and practice. Both sex and violence are incredibly broad topics; this class will not provide a comprehensive overview. Rather we will focus on a few intriguing topics, including courtship, prostitution, the early popular culture of sports, slavery, military violence (including the Civil War), exploitative journalism, and sex and violence as metaphor. We will also examine the 'creation' of homosexuality in the nineteenth century, and in which masculinity has been historically constructed. The main purposes of the course are to introduce students to some major issues in nineteenth-century social and cultural history, and to acquaint students with 'historical method'; those techniques historians use to research and interpret the past.

Cross-listed with: HIST 266Y
Bachelor of Arts: Humanities
United States Cultures (US)
General Education: Humanities (GH)
Writing Across the Curriculum

WMNST 266Y: Sex and Violence in Nineteenth-Century America

3 Credits

Historical Overview of Sex and Violence in the Nineteenth-Century United States. HIST (WMNST) 266Y Sex and Violence in Nineteenth-Century America (3) (GH;US)(BA) This course meets the Bachelor of Arts degree requirements. 'Sex and Violence in Nineteenth-Century America' is an introductory course in the social and cultural history of the United States designed to reveal the importance of the past to the present by showing how two basic human activities have changed over time in both ideology and practice. Both sex and violence are incredibly broad topics; this class will not provide a comprehensive overview. Rather we will focus on a few intriguing topics, including courtship, prostitution, the early popular culture of sports, slavery, military violence including the Civil War, exploitative journalism, and sex and violence as metaphor. We will also examine the 'creation' of homosexuality in the nineteenth century, and in which masculinity has been historically constructed. The main purposes of the course are to introduce students to some major issues in nineteenth-century social and cultural history, and to acquaint students with 'historical method'; those techniques historians use to research and interpret the past.

Cross-listed with: HIST 266Y
Bachelor of Arts: Humanities
United States Cultures (US)
General Education: Humanities (GH)
Writing Across the Curriculum

WMNST 270: Race and Gender in Literature Translated from French

3 Credits

A critical presentation, taught in English, of changing ideas and values on race and gender in French and Francophone literatures.

Cross-listed with: FR 270
Bachelor of Arts: Humanities

WMNST 280: Women and Judaism

3 Credits

Explores the Jewish views of women that have influenced the roles of women within both the religion and Western culture. J ST (WMNST,RL
ST) 280 Women and Judaism (3) (GH, IL, BA) This course meets the Bachelor of Arts degree requirements. Women and Judaism will introduce students to the roles and views of women as seen in the Jewish tradition. Because Judaism is not monolithic, these views will vary even within time periods and even among rabbis. The goal of this course, therefore, is not for students to leave the class with one idea of what a Jewish woman is or one idea of what issues are at stake for women in Judaism. Rather, the goal is for students to understand the complex relationship women have to this religion. This course will also explore the views of Jewish women and the issues that concern them in contemporary society. Objectives include the following: students will begin to understand the stereotypes that influence how Western society views Jewish women, and as a result, how they have come to view themselves. They will be asked to examine the many important roles that Jewish women have played both in their religion and the society at large. They will be asked to examine how the Jewish tradition both helped and hindered women to play these roles. They will see how Jewish women contributed to the development of their own religion and to the larger culture in which they live. They will develop a deeper appreciation for the complexity of the relationship between women and religion. Topics include images of Jewish women in the Bible and the media, women and Jewish views of sexuality, Jewish ethics, Judaism and feminism, and women and Jewish theology. Students will be evaluated by examination, writing ability (several short papers or one larger paper), and group presentations.

Cross-listed with: JST 280, RLST 280
Bachelor of Arts: Humanities
International Cultures (IL)
General Education: Humanities (GH)

WMNST 294: Research Project
1-12 Credits/Maximum of 12
Supervised student activities on research projects identified on an individual or small-group basis.

WMNST 296: Independent Studies
1-18 Credits/Maximum of 18
Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

WMNST 297: Special Topics
1-9 Credits/Maximum of 9
Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

WMNST 297B: Special Topics - InterDomain
3 Credits/Maximum of 9
Formal course given on a topical or special interest subject offered infrequently; several different topics may be taught in one year or semester. This Special Topics is an Inter-Domain GA/GH GenEd course.

General Education: Arts (GA)
General Education: Humanities (GH)
General Education - Integrative: Interdomain

WMNST 299: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.
International Cultures (IL)

WMNST 300: Latinx Gender and Sexuality Studies
3 Credits
WMNST/LTNST 300 Latinx Gender and Sexuality Studies (3) (GH/US/BA) This course examines the historical development, theoretical premises, and political, social, and artistic contributions of Latinx feminisms in the United States. It shows the connections to as well as the divergences from Latin American feminism by beginning with an analysis of how the Spanish conquest, the imposition of Catholicism, and subsequent years of colonialism shaped gender and sexual identities. It examines the contemporary effects of these historical issues and inquiries into the common concerns of Latin American feminists and Latinx feminists. It asks how theories and practices have diverged given different geographies, both between the U.S. and Latin America and within the U.S. The course will examine changes in the 1960s and 1970s in the U.S., when Chicano and Puerto Rican nationalist movements also gave rise to a feminist consciousness amongst Latinas; the conjuncture of race, ethnicity, gender, and sexuality is considered, with attention to how Latinas critiqued Anglo feminism's narrow focus on gender. The course will focus on family formations, considering social science and feminist discourse on the issues of patriarchy. How have Latinx feminists valued yet also rearticulated the traditional family? What critiques have made been against heterosexism? How has the LGBTQ community formulated new kinds of families? How does migration shape family relations? The course will explore how Latinx artists in different genres have responded to and resisted traditional gender and sexual roles. Literature, film, poetry, performance art, and hip hop are all examined for their diverse representations of sexual desire.

Prerequisites: (WMNST 100 or WMNST 100U or WMNST 105N or WMNST 106N or WMNST 106Q or LTNST 100)
Cross-listed with: LTNST 300
Bachelor of Arts: Humanities
United States Cultures (US)
General Education: Humanities (GH)
GenEd Learning Objective: Effective Communication
GenEd Learning Objective: Crit and Analytical Think
GenEd Learning Objective: Global Learning

WMNST 301N: Sexualities, Gender and Power: Feminist Thought and Politics
3 Credits
WMNST 301N Sexualities, Gender and Power: Feminist Thought and Politics (3) (GH, GS, US) This course is an interdisciplinary survey of historical and contemporary feminist theories in both the United States and international contexts. While attention is given to key historical moments in feminist thought, the course stresses theoretical trends and debates in feminism today. Course themes will include: (1) feminist epistemology and standpoint theory, epistemic privilege and epistemologies of ignorance; (2) postcolonial critiques of western feminism, and contemporary efforts to define a transnational and anti-racist feminism, (3) gender identity and the very viability of the category;
WMNST 395: Internship  
1-18 Credits/Maximum of 18  
Supervised off-campus, nongroup instruction including field experiences, practica, or internships. Written and oral critique of activity required.

WMNST 399: Foreign Studies  
1-12 Credits/Maximum of 12  
Courses offered in foreign countries by individual or group instruction.

International Cultures (IL)  

WMNST 400N: Debates in Contemporary Feminism  
3 Credits  
This course is an advanced seminar in feminist and gender theory. The primary focus is critical engagement with social, political, and cultural theories of the social construction of gender and gender difference, and of the sources, causes, and effects of gender inequality and strategies for reducing or eradicating inequality. While emphasis will be placed on gender difference and inequality, substantial time will be spent on theories of how gender is implicated in and supported by other forms of inequality such as sexuality, race, ethnicity, and class. Standpoint and intersectional approaches will ground much of the course, and provide one dominant framework for thinking about identity, oppression and social power inequalities. Students will also take on more advanced readings addressing feminist epistemology and ontology, methodology and praxis. While topics change from instructor to instructor (for example: reproductive rights; women’s health; labor; politics and voting; creative arts and representation; individual and social identities; gender and militarism) students can expect a balance between US and transnational contexts. This balance reflects contemporary feminism’s acknowledgement of US global hegemony, and thus the impacts of US policies on the welfare of other nations and regions, while also emphasizing both oppositional and coalitional movements in those same nations and regions. Case studies of effective activist intervention at both local and global levels will support the bi-focal emphasis of the course.

Prerequisites: WMNST 083; WMNST 100; WMNST 105; WMST 106; WMNST 301, Bachelor of Arts: Humanities  
Bachelor of Arts: Social and Behavioral Sciences  
United States Cultures (US)  
General Education: Humanities (GH)  
General Education: Social and Behavioral Scien (GS)  
General Education - Integrative: Interdomain  
GenEd Learning Objective: Effective Communication  
GenEd Learning Objective: Crit and Analytical Think  
GenEd Learning Objective: Global Learning

WMNST 401: Doing Feminism: Theory and Practice  
3 Credits  
Advanced analysis of feminist theory and the nature of its integration (sometimes uneasily) within feminist movements and practices. WMNST 401 Feminist Perspectives on Research and Teaching (3) The course explores current themes organizing debates and discussions within feminist discussions of teaching and research. Students will become familiar with various research perspectives that feminist researchers use including interviews, ethnography, and action research. The course will examine debates within feminist research and teaching including power, difference, and race. Key themes will include questions around the politics of representation, the relationship of research to colonialism, the authority of the researcher, researcher-researched relations, and power/knowledge relations in research, classrooms, and knowledge production broadly defined. The aim is not to identify a feminist orthodoxy but rather: 1) to identify and understand the varieties of feminism existing today; 2) to become knowledgeable about a range of themes currently emerging in feminist debates on teaching and research; and 3) to arrive at an appreciation of the transformative effect upon teaching and research these new paradigms, debates, and themes have meant across a range of disciplinary boundaries.

Prerequisite: WMNST100, or WMNST106, or WMNST005 and WMNST301  

WMNST 407W: Women and Theatre  
3 Credits  
A study of theatre practice and dramatic literature as informed by issues of gender, race, and ethnic background. THEA (WMNST) 407 Women and Theatre (3) (US)(BA) This course meets the Bachelor of Arts degree requirements. Theatre 407 approaches the study of theatre/performance as a valuable site for the exploration of race, class, and gender as social constructs. The focus will be on 20th century developments of women and theater. Feminist theory and theatrical practice will be a focus of the course and will reflect conflicts and differences present within feminism.

Prerequisite: THEA 100 or THEA 105  
Cross-listed with: THEA 407W  
Bachelor of Arts: Arts  
United States Cultures (US)  
Writing Across the Curriculum  

WMNST 412: Education and the Status of Women  
3 Credits  
An examination of the relationship of education to the status of women in American society.

Cross-listed with: EDPHP 412  

WMNST 420W: Gender and International Development  
3 Credits  
This course examines gendered processes of economic and social change in the Global South in a context of rapid globalization. We will study how gender inequities and inequalities shape and are shaped by economic restructuring, environmental change, international migration, the global spread of ideas and culture, and the shifting goals of International Development agencies. Readings and discussions are organized around three main learning units: 1) Approaches to Gender in
Development; 2) Gender, Work, and Identity in the Global Economy; and 3) Rights, Reproduction and the Body. Particular attention will be paid to representations of women and men by Western organizations acting in the name of Feminism and/or Development, and to the responses of feminist communities in the South to these portrayals. In studying these issues, we will resist the tendency to conflate ‘gender’ with ‘women’, instead looking comprehensively at the identities, rights, and lived experiences of diverse gendered identities. We will carefully consider differences using an intersectional frame that considers social factors such as sexuality, race, economic class, and legal status. Students will explore issues through diverse materials including reports, articles, book chapters, documentaries, presentations, and popular media.

**Prerequisites:** ENGL 15; ENGL 30; ENGL 137H; CAS 137H
Cross-listed with: CED 420W

**WMNST 423: Sexual and Domestic Violence**

3 Credits

Legal, sociological, and psychological perspectives on sexual and domestic violence. CRIMJ 423 / CRIM 423 / WMNST 423 Sexual and Domestic Violence (3) (US) This course investigates violence against women, specifically domestic, sexual, and relationship violence. Students will examine some of the legal, sociological, and psychological perspectives about sexual, domestic, and relationship violence as well as the social and cultural roots of violence against women. Students will also gain an understanding of the experiences of victims of domestic and sexual violence as well as the issues presented by perpetrators. Students will be evaluated based on performance on exams, and two research papers. CRIMJ 423 / CRIM 423 / WMNST 423 is a supporting course in both the WMNST major and minor as well as a supporting course in the CLJ major. It may also be used to satisfy a GL requirement. This course is offered fall and spring semester with an enrollment of 60 students each semester.

**Prerequisite:** CRIMJ100
Cross-listed with: CRIM 423, CRIMJ 423

**United States Cultures (US)**

**WMNST 424: Women and Sport**

3 Credits

An interdisciplinary approach to contemporary issues related to women and sport from historical, physiological, psychological, and sociological perspectives.

**Enforced Prerequisite at Enrollment:** PSYCH 100 or SOC 1 or WMNST 100 or KINES 100
Cross-listed with: KINES 424

**United States Cultures (US)**

**WMNST 426W: Gendered Worlds**

3 Credits

Gendered Worlds examines how systems of dominance manifest in everyday life. Through an intersectional approach to social differences, such as gender, race, class, ethnicity, age, ability, and sexuality, the course highlights the significance of difference in shaping experiences of space and place in a global context. The course incorporates approaches from cultural, postcolonial, subaltern, queer, gender, and critical race studies, all of which have influenced current debates across the field of geography. Feminist scholars have long been concerned with the spatial politics of cultural difference. As a point of entry to discussions of gender and geography, this course will explore the diverse ways in which geographers have conceived of, analyzed, and redefined gender as a contested spatial practice that intersects with other facets of identity such as race, class, and sexuality. Using contemporary geographic texts, we will explore the gendered dynamics of geographic research, citizenship, violence, security, nationalism, nature, and globalization. The purpose of this course is to examine how gender is understood and utilized in the field of geography. This course also aims to enhance students’ ability to engage in first-hand critical research, as well as collaborative learning, through a reflective and on-going process of research and writing over the course of the semester. At the end of the course, the successful student will be able to: 1. Deploy contemporary debates around gender theory, gendered spatial practices, and cultural difference. 2. Critique the cultural and social construction of gender across time and cultures. 3. Analyze representations of gender in social institutions such as the media. 4. Apply theories of gender and cultural difference in the context of critical written analysis.

**Prerequisites:** ( GEOG 220 or GEOG 20 or GEOG 2N or WMNST 100 ) and (C or higher in ENGL 15 or ENGL 30 or ENGL 137H or CAS 137H or ESL 15 ) Recommended Preparation: GEOG 324 (preferred) or GEOG 320 or GEOG 326 or GEOG 328
Cross-listed with: GEOG 426W

**Bachelor of Arts: Social and Behavioral Sciences**
**International Cultures (IL)**

**Writing Across the Curriculum**

**WMNST 428: Gender and Politics**

3 Credits

Gender in politics in the United States and around the world; major areas of women and politics research. PL SC (WMNST) 428 Gender and Politics (3) (US;IL)(BA) This course meets the Bachelor of Arts degree requirements. This course is designed as an overview to the field of women and politics. It examines the role that women play in politics in the United States and around the world. Students will begin by examining how women are socialized differently from men and how that socialization affects women’s political attitudes and participation. Then students will focus on women in different political offices and how their behavior compares to that of their male counterparts. Students will then analyze the women’s movement in the United States. Finally, students will turn to different theories of the ideal position of women and men in politics and use those theories to explore the issue of pornography. Students will be evaluated on a final exam, short essays (4 3-5 page essays), class participation, and a research paper (15 pages). This is an advanced course with 6 credits prerequisite in Women’s Studies or Political Science. This course fulfills the American Politics and Comparative Politics distribution as well as the advanced course requirement for the Political Science major. It is an elective for a Women’s Studies major. It also fulfills an International/Intercultural competency requirement. This course will be offered once a year with 35 seats per offering.

**Prerequisite:** 3 credits in political science or women’s studies
Cross-listed with: PLSC 428

**Bachelor of Arts: Social and Behavioral Sciences**
**International Cultures (IL)**
WMNST 430: Women in American Society
3 Credits
A historical study of women's roles and experiences in the United States.

Prerequisite: 6 credits of American Studies, Sociology, or Women's Studies
Cross-listed with: AMST 430
United States Cultures (US)

WMNST 438: Feminist Philosophy
3 Credits
Examines the central currents of feminist philosophy, selected problems and concepts regarding difference, gender and sex, identity, and political culture.

Prerequisite: 9 credits of philosophy, including 6 credits of philosophy at the 200-level or 5th semester standing
Cross-listed with: PHIL 438
Bachelor of Arts: Humanities

WMNST 439: Women and the Holocaust
3 Credits
Analysis of women's experience in the Holocaust and exploration of the role of gender in Holocaust Studies. J ST (HIST/WMNST) 439

Women and the Holocaust (3) Most of the early study of the Holocaust focused almost exclusively on the experiences of Jewish men. It was men who wrote the first and most widely read Holocaust memoirs and men who produced the first studies of the Holocaust. The first question motivating this class is thus what we can learn from examining women's experiences. Is it possible that the ghetto, the camp, and the forest look different from women's perspectives? Are there factors we miss when we read primary documents written by only half of the participants in these historical events? Beyond this, however, our exploration will also lead us to look more broadly at gender as a category of analysis. What do we gain by bringing questions of gender to bear on our study of the Holocaust? Are there any ethical concerns that should inform our approach?

Prerequisite: J ST 010 or J ST 121 or HIST 121 or consent of program
Cross-listed with: HIST 439, JST 439

WMNST 450Y: Gender and Sexuality in Ancient Greece and Rome
3 Credits/Maximum of 3
An examination of gender, sexuality, and sexual desire in ancient Greece and Rome. This course examines issues of gender and sexuality in Greece and Rome. Through close analysis of ancient texts and artifacts, we will explore representations of gender in literature and art, medical theories of the male and female body, sexual norms and codes, and views on marriage, rape, adultery, and prostitution. In addition, we will consider how eroticism and gender both support and subvert political and social ideologies. The objective of this course is to enable students to analyze gender identities and conventions surrounding sexuality in the context of the Greek and Roman worlds. This course will also invite students to consider the influence of ancient conceptions of gender and sexuality on modern discussions and debates. Authors and texts may include Homer, Hesiod, Sappho, Sophocles, Aristophanes, Plato, Aristotle, the Hippocratic corpus, Catullus, Virgil, Ovid, and Augustine. These ancient readings will be supplemented with selections from modern feminist theorists and gender studies.

Prerequisite: 3 credits in CAMS
Cross-listed with: CAMS 450Y
International Cultures (IL)
Writing Across the Curriculum

WMNST 452: Women's Health Issues
3 Credits
Recommended Preparations: BIOL 141; PSYCH 100; WMNST 100
N452 examines major health issues concerning women today. The topics covered include, but are not limited to: developing a healthy life style–nutrition and exercise; family planning–birth control methods; violence against women–relationship rights and signs of a batterer; eating disorders–anorexia, bulimia, and binge eating; sexual wellness; substance abuse–alcohol, prescription drugs; menopause signs and symptoms, treatments; and medical conditions affecting women today such as cancer, arthritis, multiple sclerosis and heart disease. The course emphasizes that women's lives are influenced by social, economic, political, and cultural conditions.

Recommended Preparation: BIOL 141 or PSYCH 100 or WMNST 100
Cross-listed with: BBH 452, NURS 452
United States Cultures (US)

WMNST 453: Women and the Criminal Justice System
3 Credits
This course focuses on the experiences of women as offenders, victims, and professionals in the criminal justice system. CRIMJ 453 / CRIM 453 / WMNST 453 Women and the Criminal Justice System (3) (US) The course will examine the role of women in the criminal justice system and look at the issues related to women as offenders, victims of crime, and as professionals in the system. Students will gain an understanding of the issues concerning women in the criminal justice system, examine how societal arrangements affect women as offenders, victims, and criminal justice professionals, and better understand the overlooked problems faced by women in the criminal justice system. Students will be evaluated on the basis of exams, presentations, and papers. CRIMJ 453 / CRIM 453 / WMNST 453 is a supporting course for both WMNST and CLJ majors, as well as the WMNST minor. This course may also be used to satisfy a GI requirement. This course will be offered twice a year with 60 seats per offering.

Prerequisite: CRIMJ100 or WMNST100
Cross-listed with: CRIM 453, CRIMJ 453
United States Cultures (US)

WMNST 455: Gender Roles in Communication
3 Credits
Explores the literature on gender research in the discipline of human communication. CAS (WMNST) 455 Gender Roles in Communication (3) (US) This 400-level course is a theory and application course which also satisfies an intercultural requirement. CAS/WMNST 455 strives to ensure that students understand female and male differences and similarities in communication patterns, perceptions of the opposite sex, and expectations and stereotypes regarding the opposite sex. Many researchers find that gender communication is 'cross cultural'
In addition to class readings (which are both theoretical and applied in power held by women in decisions made about their reproductive health.

Using a feminist perspective, we'll focus on making women and their health needs the center of discussion and examining the relative lack of reproductive rights, including access to birth control and abortion along with the right to be free of forced sterilization; infertility and the new conceptive technologies; pregnancy, including screening, sex selection, maternal and 'fetal rights'; and childbirth options. Throughout the course, we will return to the question of the 'politics of reproduction' by asking ourselves which powerful institutions govern each particular aspect of reproduction and whether the decisions made are good for women. Using a feminist perspective, we'll focus on making women and their health needs the center of discussion and examining the relative lack of power held by women in decisions made about their reproductive health.

In addition to class readings (which are both theoretical and applied in

Female identity and its construction in textual representations of gender, class, color, and cultural difference in English-language literatures. ENGL (WMNST) 462 Reading Black, Reading Feminist (3) (US)(BA) This course meets the Bachelor of Arts degree requirements. ENGL/WMNST 462 provides two important learning opportunities for undergraduate students. The first is to examine the construction of female identity in the textual representations of gender, class, color, and cultural differences by black American women. The second is to identify, explore, and analyze the major issues concerning the discovery and development of a black feminist literary tradition. Authors under consideration will vary from class to class, but may include writers such as Hortense Spillers, Harriet Jacobs, Harriet Wilson, E. Genovese, Hazel Carby, Francis Harper, J. Fauset, Nella Larsen, Zora Neale Hurston, Gwendolyn Brooks, Margaret Walker, Nikki Giovanni, Sonia Sanchez, Maya Angelou, Lorraine Hansberry, Adrienne Kennedy, E. Brown-Guillory, Toni Morrison, S. A. Williams, Alice Walker, Paula Marshall, and Octavia Butler. The course will focus on the complex relationship of slavery and post-slavery black experience to the literary imagination of African American women, and of issues of gender in black identity in America. Topics covered will vary, but will include issues of the legacy of slavery, the development of black feminist thought, nineteenth-century conceptions of black womanhood, women's roles in the Harlem Renaissance, representations of black womanhood by male writers, and self-representation by female writers, women 'Black Power' poets, black female playwrights, neo-slave narratives, the aesthetics of contemporary black feminism, and post-modernism and the challenge to understandings of canonicity posed by black women's writing, and the like. This class will prepare students for advanced courses in African American and feminist literature, as well as other academic courses that engage in the verbal and written analysis of complex written forms. Students will be evaluated by class participation, a group oral presentation, small group problem solving exercises, three out-of-class essays (of 5-8 pages each), and an in-class final examination consisting of essays and short answers. In addition to satisfying requirements for students emphasizing in African American literature within the English major, this course will be important in the offerings of African/African American Studies, American Studies, Women's Studies, and History. The course may be used as English Major elective credit or as credit towards the English minor, and will be offered once every other year, with 40 seats per offering. The course can be used to complete the major and minor in Women's Studies Arts and Humanities area and it also satisfies the Women of Color (WOC) sub-requirement.

Prerequisite: ENGL 015 or ENGL 030
Cross-listed with: ENGL 462
Bachelor of Arts: Humanities
United States Cultures (US)
WMNST 464: Feminine/Masculine

3 Credits

Study of sex role learning; investigating feminine/masculine labeling; implications for contemporary society. BE SC 464 BE SC (WMNST) 464 Feminine and Masculine (3) (US) This course provides a critical examination of the concepts of masculinity and femininity through a consideration of how these have shifted and changed historically and cross-culturally. It considers a variety of theories of gender difference. It investigates how gender is socially constructed and practiced. Thus, it examines how gender is enacted in interpersonal relationships and defined, reinforced, and challenged through processes of socialization as well as through the various institutional spheres of social life. The course addresses the diversity of masculinities and femininities within a single society. Thus, attention is given to race and class-based differences as well as to trans-genderism and homosexuality.

Prerequisite: general psychology or general sociology
Cross-listed with: BESC 464
United States Cultures (US)

WMNST 466: Lesbian and Gay History

3 Credits

Critical exploration of the history of sexuality, focusing especially on the emergence of modern lesbian and gay identities. WMNST (HIST) 466 Lesbian and Gay History (3) (US;IL) This course will explore the relationships in different cultures and historical periods between the dominant culture and homosexuals, whom the culture deemed, at different times, sinful, deviant, criminal or, more recently, a minority community. Students will confront the very nature of difference, and how it has been played out in European and American history. The course will challenge students to deal with how societies define difference itself; how they isolate or punish deviants; and how the creation of the ‘homosexual’ helped establish not simply difference but ‘normalcy’ in a highly sexualized modern culture. Finally, the course will explore notions of identity itself, focusing on the creation of a modern gay and lesbian identity and its impact on broader questions of gender, community, civil rights, and political discourse in the United States. An example of evaluation methods would be: course presented in a seminar format with grades based on class participation, brief analytical papers, and a longer research or historiographic paper.

Prerequisite: WMNST100, WMNST117
Cross-listed with: HIST 466
International Cultures (IL)
United States Cultures (US)

WMNST 471: The Psychology of Gender

3 Credits

Theories and research on gender differences and gender roles. Emphasis on women's and men's current positions in society.

Prerequisite: PSYCH100, PSYCH221
Cross-listed with: PSYCH 479
United States Cultures (US)

WMNST 472: Work-Life Practices and Policies

3 Credits

Explore the causes and consequences of conflicts between work, family, and other life commitments, and how these may be resolved. LER 472 Work-Life Practices and Policies (3)(BA) This course meets the Bachelor of Arts degree requirements. The interdisciplinary field of work-family and work-life developed as a result of middle-class women's entry into the labor force, a movement that generated conflict between family and paid work commitments. Overall, the course addresses the reasons the field developed, relevant theoretical perspectives regarding the issues, and related problems as well as proposed solutions at both the public and private sector levels. The overarching objectives of the course are to expand students' understanding of conflicts between work and family commitments, and how these might be resolved through private and public sector initiatives. Specifically, the course concerns how individuals, families, and organizations interact to help hinder the achievement of balance between work and life commitments, and relevant effects on those involved. The changing demographics of the family, laws and trends around working time, father and mother time with children, the expanded need for elder care, work-life programs such as flextime, concierge services, paid parental leave, part-time careers, paid time-off banks, and the role of unions, corporations and government legislation are covered. The course attempts to link the likely future needs of students to broader trends in society and how balance could be achieved at the level of individuals, families, other stakeholders in the community, and for society as well. Fields of research relevant to the course include labor studies, women's studies, Industrial/Organizational psychology, the sociology of work and of family, and child development. Students will be evaluated on the basis of class participation, through two in-class examinations, and through a final written or oral project providing a chronology and analysis of an adult's work-family history. The course is offered most fall and spring semesters, and typically 30 students are enrolled.

Prerequisite: 3 credits of LER
Cross-listed with: LER 472
Bachelor of Arts: Social and Behavioral Sciences

WMNST 476W: Anthropology of Gender

3 Credits

Cross-cultural construction of gender and sex roles; theories of gender construction; case studies and practical effects. ANTH 476 / WMNST 476 Anthropology of Gender (3) Students will learn the current theoretical approaches in anthropology to the cultural construction of gender and sex roles. The first 2-3 weeks of the course will concentrate on exploring and understanding these theoretical approaches. The remaining weeks will focus on case studies of non-western gender systems, and on the practical effects of those systems, but students will also be encouraged to relate these systems to their own experience. Each meeting will be based on discussion of the readings assigned for that meeting and students will be expected to participate. During the period devoted to theoretical approaches, discussion will focus on the assumptions, advantages, and disadvantages of each approach. For the part of the course devoted to readings on individual societies, one reading each week will be the basis for a critical essay of approximately five pages. These essays will be expected to include: 1) an identification of the theoretical approach that informs the work, 2) a statement of the author's arguments or questions, 3) a discussion of the methods used to provide data in support of the arguments or to answer questions, 4) a critique of
the adequacy of data, and 5) a statement suggesting which additional elements might make for a better study. These essays will be graded for both content and form and students will have the option of rewriting essays (and improving their grade) after they receive comments. These essays will provide 60% of the course grade, while participation in discussions will provide another 15%. A short research paper will also be required. The paper must focus on a question or hypothesis concerning gender, and a preliminary proposal that includes the focus of the paper, its relevance to the course, and a beginning bibliography is required. A first draft of the paper will be required two weeks before the end of the semester. The research paper will provide 25% of the course grade. The course complements other courses in Anthropology that deal with sex differences, but will provide a perspective on gender that is not available elsewhere in the curriculum. The course can be used to fulfill a Behavioral Anthropology requirement in both the major and minor in Anthropology and a writing across the curriculum requirement. It will also provide students in other departments with the opportunity to study aspects of diverse, non-western cultures. The course is currently identified as one that may be taken to fulfill the requirements of the Women’s Studies minor.

**Prerequisite:** 3 credits in women's studies or anthropology

Cross-listed with: ANTH 476W

Writing Across the Curriculum

WMNST 477: Sociology of Sexuality

3 Credits

An analysis of the demographic, social, and cultural factors affecting the developments and experience of sexuality in contemporary society.

**Prerequisite:** 3 credits in Sociology

Cross-listed with: SOC 477

WMNST 480: Italian Women Writers Through the Centuries

3 Credits

Analysis of the works of women authors in their historical and literary contexts. IT 480 Italian Women Writers Through the Centuries (3) Italian women have been stereotyped as the 'mamma' or grandmother who cooks, prays, and idolizes her sons. Such an image does not accommodate the wide variety of experiences, perspectives, and contributions of Italian women throughout history. This seminar will explore the writings of female authors from delimited historical periods (alternating among Renaissance, 19th and 20th Centuries). Depending on time period, genres will include autobiography, poetry, historical novel, drama, film, nonfiction. Throughout the course we will consider the political and social developments in Italy with an emphasis on issues of special relevance to women. As we approach each text, we will examine such questions as: the significance of its form; the author's use of language; the ways in which masculinity and femininity are constructed; intersections with the text's historical moment; the political, philosophical and/or theological questions posed by the text; the ways in which the text inserts or distances itself from the Italian literary canon; and the text's depiction, re-evaluations and uses of history. Through their journal assignments in class discussion, students will be encouraged to reflect upon the implications of course concepts in their own culture and historical moment. Evaluation methods include participation in class discussion, journal entries, short analysis papers, and a longer (8-10 page) research paper. In Italian. Prerequisite: any 300-level Italian course. This course is conducted in Italian and counts for the Italian major and minor. The ability to screen VHS and DVD videos is necessary. Enrollment is limited to 20, and the course will be offered at least once every four semesters.

**Prerequisite:** junior standing or permission of program

Cross-listed with: IT 480

WMNST 489: British Women Writers

3 Credits

A study of selected British women writers. ENGL (WMNST) 489 British Women Writers (3) This course provides the opportunity to study writing by British Women from a historical perspective and to explore the views these women have of themselves as artists. The course will concentrate on a careful reading of works by a variety of authors. It will address the question of the role gender plays in the selection of literary forms and the development of character, theme, symbols, and rhetorical strategies. It will also explore what particular dimensions British women writers have brought to the British literary tradition. Students will be active learners through keeping reading journals, presenting background reports on the history of women in England, participating in small-group discussions about the texts, and writing 2 shorter essays and one longer research essay for the class. This course focuses on an area of British literature, which more traditionally structured courses tend to obscure. The course will be attractive to students from a variety of programs, including English majors, Women's Studies minors, and Interdisciplinary Humanities students. The course will be offered once every two years. Estimated class size 20.

**Prerequisite:** 6 credits of ENGL

Cross-listed with: ENGL 489

Bachelor of Arts: Humanities

WMNST 490: Women Writers and Their Worlds

3 Credits

American and British literature written from the perspective of women. ENGL (WMNST) 490 Women Writers and Their Worlds (3) (US;IL)(BA) This course meets the Bachelor of Arts degree requirements. ENGL/WMNST 490 covers particular aspects of American and British literature written from the perspective of women. The courses stress the diversity of women's authorial worlds, both through time and/or space. The readings and specific focus vary from semester to semester. ENGL/WMNST 490 seeks to make students aware of the extensive body of literature written by women, but, unlike ENGL 194, which is a survey course of women's literature, ENGL/WMNST 490 can be a more intensive course, focusing on selected themes and topics of particular concern to women as reflected in the poetry and fiction of twentieth-century American and British women writers. The class can also be taught in relationship to earlier periods, dealing, for instance, with English women novelists from 1775-1865. In such a class, readings would include fiction by Fanny Burney, Mary Wollstonecraft, Ann Radcliffe, Jane Austen, Mary Shelly, Emily Bronte, Elizabeth Gaskell, and George Eliot. The course would then place each novel in its historical, social, intellectual, and literary context, and explore the various ways in which some of England's best writers transformed their female experience of the world into fiction that extended the range and influenced the development of the novel. Regardless of the particular focus, all sections of the course pose the following questions throughout: Do women use the same myths, archetypes, and literary conventions as male writers? Or do they sometimes have to modify the myths, archetypes, and literary conventions originated by their male precursors in order to adapt them to female experience? Is there such a thing as a distinctively female
imagination, with a symbolic language of its own? Is there such a thing as a chain of literary influence linking women writers to each other? What are the strategies for coping with the anxieties of authorship? What is the interaction between gender and genre? In what ways are creativity and procreativity modes of defying prevailing ideologies? Does a woman’s psychological development have an effect on the plots a woman novelist conceives? How does women’s literature reflect the realities of women’s lives? As a course in women’s literature, ENGL/WMNST 490 concerns itself with questions of gender. In so far as some of these women writers are black or women of color, it concerns itself with questions of race and ethnicity. In as far as the course looks at women’s literature in the context of men’s literature, it is concerned with the inter-relationship between dominant (male) and non-dominant (female) culture in the United States as well as in Britain. In so far as the course covers lesbian writers, it is concerned with sexual orientation. Students should expect to complete a minimum of three written assignments in the course, two course papers, and an essay final exam in class. The papers each will ask students to choose a text to analyze in relationship to one of the thematic modules the course has chosen, for instance, to discuss how Virginia Woolf’s Mrs. Dalloway analyzes the position of upper-middle class women in a particular moment in history when women had achieved the vote, but were still largely constrained by patriarchal social norms. In addition to written assignments, students will be evaluated on class discussion and general participation. The course not only prepares students for taking up literary and cultural analysis in English classes, but also in any other class that engages in the verbal and written analysis of complex written texts, and in other classes in Women’s Studies or in other Penn State departments that address the social, cultural, or ethical issues of gender. The course may be used as English Major elective credit or as credit towards the English Minor; it may also be used in the Women’s Studies major and minor. It will be offered once a year with 40 seats per offering.

Prerequisite: ENGL 015 or ENGL 030
Cross-listed with: ENGL 490
Bachelor of Arts: Humanities
International Cultures (IL)
United States Cultures (US)

WMNST 491: American Women Writers

3 Credits

A study of selected American women writers. ENGL 492 / AMST 476 /
WMNST 491 American Women Writers (3) A study of selected women
writers, this course provides the opportunity to study writing by American
women from an historical perspective and to explore the views these
women have of themselves as artists. The course will concentrate
on a careful reading of works by a variety of authors. It will raise the
question of the role that gender—as well as other differences such as
race, class, and ethnicity—play in the selection of literary forms and the
development of character, theme, symbol, and rhetorical strategy. It
will also explore the dimensions American women have brought to the
American literary tradition. The course satisfies the area requirement in
culture for American Studies majors and is open to all majors meeting
the prerequisite requirements. The course will be offered once every two
years and enrollment is 25.

Prerequisite: 6 credits of ENGL
Cross-listed with: AMST 476, ENGL 492
Bachelor of Arts: Humanities

WMNST 492W: Contemporary Feminist Analysis: The Capstone Senior Seminar

3 Credits

Applied critical analysis of any aspect of society and/or culture from
a contemporary feminist perspective. WMNST 492W Current Feminist
Issues This course is the capstone course for the Women’s Studies
major. We keep the course small (15-20 students) and offer it every
spring. It is constructed to provide you the opportunity to apply the
knowledge and skills you have developed in Women’s Studies to some
of the major topics being addressed in current academic feminist
discourse. The first goal of the course is for each student to become
familiar with the major arguments and evidence regarding some of the
current major topics in feminism. The second goal is for each student
to learn more about the multidisciplinary perspectives of women’s
studies. The third goal of the course is for each student to develop and
demonstrate her skill at carrying out feminist scholarship. There are two
core elements of the course. The first is class discussion of readings
addressing some of the major current feminist issues. Each year a new
set of these topics is put together by the instructor, drawing upon the
suggestions of other Women’s Studies faculty and majors. The second
core element of the course is each individual student doing a term paper.
Work on these papers will take place both publicly and privately, so
that everyone in the course will learn something about how feminist
projects are constructed in the various disciplines represented by the
students’ choices of topics for their papers. Because this is a W course,
2/3 of your grade will be based on writing assignments. Throughout
the course, you will write short (2 page) papers on the readings that we will
be discussing in our seminars. You will also write a term paper and some
preliminary assignments related to it, including a topic justification paper,
an annotated bibliography accompanied by a text description of the
major themes identified in the bibliography, a class presentation on your
paper topic, and the final 10-15 page paper. The other third of your grade
will be based on your participation in seminar discussions.

Prerequisite: WMNST001 , WMNST301 , WMNST400
Writing Across the Curriculum

WMNST 494: Research Project

1-12 Credits/Maximum of 12

Supervised student activities on research projects identified on an
individual or small-group basis.

WMNST 494H: Research Project

1-12 Credits/Maximum of 12

Supervised student activities on research projects identified on an
individual or small-group basis.

Honors

WMNST 495: Internship

1-18 Credits/Maximum of 18

Supervised off-campus, nongroup instruction including field experiences,
practica, or internships. Written and oral critique of activity required.

Prerequisite: prior approval of proposed assignment by instructor
WMNST 496: Independent Studies
1-18 Credits/Maximum of 18
Creative projects, including research and design, which are supervised on an individual basis and which fall outside scope of formal courses.

WMNST 497: Special Topics
1-9 Credits/Maximum of 9
Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

WMNST 499: Foreign Studies
1-12 Credits/Maximum of 12
Courses offered in foreign countries by individual or group instruction.

International Cultures (IL)