

WGS Undergraduate Courses Fall 2016

WSGS 202 / THEO 201 (01): Women and Christianity

MWF 11:00 a.m. - 11:50 a.m. (E. Vasko)

This course provides a survey of the Old and New Testament views of women and a history of the status of women in the Roman Catholic and Major Protestant traditions with emphasis on the contemporary role and spirituality of women in Christianity. The course will examine attitudes about gender, and perspectives on women as influenced by the Judeo-Christian religious tradition, major Christian theologians, Christian mystics, and women who have made important contributions to the Christian tradition or have been instrumental in transformations that promote the full dignity of women and men. This course fulfills a Theme Area in Social Justice.

WSGS 228 / ENGL 228 (01): Sex, Violence, and Comic Books

MWF 1:00 p.m. - 1:50 p.m. (C. Maverick)

One constant throughout the history of the American comic is the interplay of violence and sexuality. Teen romance titles like *Archie* encode (and sometimes challenge) traditional gender roles, while hypersexualized superheroes solve problems through physical conflict. The conflation of sex and violence in so-called children's comics led to a 1950s Congressional inquiry that shaped the industry for decades. This course aims to explore the sex / violence relationship in texts ranging from mainstream comics like *Batman* through Alison Bechdel's LGBTQ graphic memoir *Fun Home*, as well as comics-influenced films and TV shows like *Sin City* and Marvel's *Jessica Jones*. Students will be expected to take part in class discussions and will produce two written papers and a group project.

WSGS 235 / CLSX 235 (01): Love and Violence in Roman Poetry

MWF 11:00 a.m. - 11:50 a.m. (S. Miller)

This course will introduce students to representations of love and violence in the elegiac, didactic, epistolary, and epic poetry of Augustan poet Ovid. The complicated representations of women as both objects and agents of erotic desire and aggression have led readers to label Ovid a misogynist as well as proto-feminist. Through close readings and discussions of his texts, students will be encouraged to explore issues of sex and gender in the Augustan Age, according to Ovid, and as translated into his poetry. Students will also work to analyze Ovid's poetry on its own terms, giving attention to the relationship between genre and content.

WSGS 306W / ENGL 306W (01): Gender and Drama

TR 3:05 p.m. - 4:20 p.m. (J. Lane)

Meyerhold wrote, "Women should take over men's roles on stage as well as in real life, by acting parts written for male actors. Give me the actresses, and I'll make a Khlestakov and Hamlet of them, a Don Juan or a Chatsky!" In this course we will examine how gender and sexuality have been expressed in Drama and Theater. Using both Literary Theories and Performance Theories, we will investigate how playwrights and performers have altered societal perceptions of gender. We will study the difference between men writing (playing) women's roles, women writing (playing) men's roles, stereotyping, and stock characters. We shall study how the feminist movement started in theater, fostered by some of the art form's greatest playwrights, and the effect those plays had on society and future playwrights. We will also look at the burgeoning Gay Theater in America and its impact on gender. Playwrights examined include Ibsen, Shaw, Hellman, Wilson, Ludlam, Merriam, Ensler, and others. We will also look at the writings of Meyerhold, Grotowski, Stanislavski, Brecht, and other theorists. Fulfills World Literature requirement for English/Education majors.

WSGS 421 / JMA 421 (01): Sex, Myth, and Media

TR 4:30 p.m. - 5:45 p.m. (M. Patterson)

This course will examine the role of mass media in reinforcing or challenging common cultural definitions of masculinity and femininity and power relationships between the sexes. In analyzing various mass media--including print, television, Internet publishing, electronic games, and film--we will apply gender theory and connect these artifacts to their historical moment. Students' own experiences, insights, questions, and ideas are a key part of this course. Throughout the term, we will consider not only what is in terms of gender roles, but also what might be.

WSGS 430W / ENGL 429W (01): Women and the Literary Marketplace

MS 3:00 p.m. - 4:15 p.m. (F. Barrett)

This course will consider the changing shape of the U.S. literary marketplace in the nineteenth century, as more and more women begin to publish their work and to define themselves in relation to the profession of authorship. Writing to his publisher in January of 1855, Nathaniel Hawthorne complained about the "damned mob of scribbling women," whose work he felt would negatively impact reception of his own novels and stories. Reading works by both male and female writers, this course will consider what factors led more and more women to begin publishing in this era and how male writers responded to this development. Over the course of the semester, we will consider the following questions: How does the increase in women's participation in the marketplace revise traditional gender roles for men and women? When do women writers endorse traditional roles, and when do they call for change? And how do male writers respond to these developments? We will

also consider how women writers contribute to two of the most important reform movements of the nineteenth century, namely abolition and women's rights.

WSGS 453 / PSYC 453 (61) : Psychology of Gender

MW 3:00 p.m. - 4:15 p.m. (R. Gimeno)

The primary aim of this course is to explore the ways in which gender is socially constructed in our historical time period through a variety of power relationships or institutions (e.g., marriage) and cultural artifacts (e.g., media). The psychology of gender then involves how we as individuals experience ourselves, consciously or unconsciously, as consumers of these gender constructions, and the effects these constructions have on us at individual, interpersonal and societal levels. Although the focus of the course is on our daily performances of gender as constitutive of our identity, we will also recognize how our gendered identity is inextricably connected to other identity markers such as race, class, ethnicity, sexual orientation, and so forth.

WSGS 485 / PHIL 485 (01): Gender, Nature, Being

MW 12:15 p.m. - 1:30 p.m. (P. Miller)

Is gender natural or not? This is a recent debate among feminists (e.g., Grosz vs. Butler) , even more recently enhanced by contributions from transgender theorists (Schrage & Bettcher), but it has an ancient lineage, beginning with Plato, who used it not only to argue that women should become philosopher-queens, but also to introduce his doctrines of nature and being. This course begins and ends with the recent feminist debate (Fausto-Sterling & Heyes, e.g.), but tries to clarify it through an intervening survey of differing accounts: Greeks (Plato vs. Aristotle), Catholics (Aquinas & George), evolutionary biologists (Darwin & Roughgarden), evolutionary psychologists (Ridley & Buss), philosophers of science (Dupre and Rosenberg), and genealogists of selfhood (Nietzsche & Foucault). One goal will be to answer the questions (Is gender natural?), but a more important goal will be to consider how much is at stake whichever answer one chooses. For above all, this course aims to show that each answer to this question makes commitments to a specific understanding of body and mind, nature and being.

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WSGS 521 / JMA 521 (01): Sex, Myth, and Media

TR 4:30 p.m. - 5:45 p.m. (M. Patterson)

This course will examine the role of mass media in reinforcing or challenging common cultural definitions of masculinity and femininity and power relationships between the sexes. In analyzing various mass media--including print, television, Internet publishing, electronic games, and film--we will apply gender theory and connect these artifacts to their historical moment. Students' own experiences, insights, questions, and ideas are a key part of this course. Throughout the term, we will consider not only what is in terms of gender roles, but also what might be.

WSGS 624 / PHIL 624 (01) Medieval Women Philosophers

M 2:00 p.m. - 4:30 (M. Harrington)

Unable to write in the style of scholars and priests, women in the Middle Ages produced a discourse that ran both side-by-side and counter to the mainstream of medieval philosophy. We will read some of the most influential of the protagonists in this alternative Middle Ages: Heloise of Argenteuil, Hildegard of Bingen, Herrad of Hohenburg, and Hadewijch of Antwerp.

WSGS 685 / PHIL 685 (01) Gender, Nature, Being

MW 12:15 p.m. - 1:30 p.m. (M. Harrington)

Is gender natural or not? This is a recent debate among feminists (e.g., Grosz vs. Butler), even more recently enhanced by contributions from transgender theorists (Schrage & Bettcher), but it has an ancient lineage, beginning with Plato, who used it not only to argue that women should become philosopher-queens, but also introduce his doctrines of nature and being. This course begins and ends with the recent feminist debate (Fausto-Sterling & Heyes, e.g.), but tries to clarify it through an intervening survey of differing accounts: Greeks (Plato vs. Aristotle), Catholics (Aquinas and George), evolutionary biologists (Darwin & Roughgarden), evolutionary psychologists (Ridley & Buss), philosophers of science (Dupre and Rosenberg), and genealogists of selfhood (Nietzsche & Foucault). One goal will be to answer the question (Is gender natural?), but a more important goal will be to consider how much is at stake whichever answer one chooses. For above all, this course aims to show that each answer to this question makes commitments to a specific understanding of body and mind, nature and being.