

WGS Undergraduate Courses Spring 2018

Spring 2018

WSGS 203/ THEO 202: Christianity, Embodiment, and Violence

T 6:00 - 8:40 pm (E. Vasko)

Want to make a difference? Tired of just talking about social justice? Interested in psychology, sociology, public policy, education, or health, but still need to take a theology course? The course examines the research, writings, and experiences of women and men in the Christian tradition. Particular attention will be paid to religious justifications for violence and discrimination; and the role that theology and faith communities have played in both condoning and resisting such violence in the US. Theme Areas: Social Justice and Faith and Reason.

WSGS 234/CLSX 234: Sinners and Saints

TR 10:50 am - 12:05 pm (S. Miller)

In this class, we examine representations of sanctity and sin in the Middle Ages. We focus on how views about the body, sex, and gender shape ideologies about holiness and hellishness.

WSGS 236/CLSX 236: Ancient and Medieval Mothers

TR 1:40 - 2:55 pm (S. Miller)

This class examines representations of mothers, motherhood, and the maternal body in medical, mythological, and religious literature from ancient Greece to the Middle Ages.

WSGS 353/PSYC 353 (01): Psychology of Gender

M 6:00 - 8:41 pm (E. Freeman)

In this course we will explore what it might mean to be a woman, a man, or something in between or outside those possibilities. We will consider gender from a variety of vantage points, including those of biology, culture, race, psychoanalysis, psychopathology, and mythology. Goals for the course include rich conversation about the varieties of our gendered world and the further development of our individual perspectives on what it means to be a gendered subjectivity.

WSGS 422/COMM 421: Communication and Gender

TR: 1:40 - 2:50 pm (P. Arneson)

Examines research addressing differences and similarities in male and female communication styles in a variety of contexts, ranging from personal to social to work relationships, with attention given to philosophical and narrative understandings of what it means to be male and female persons. Theme Area: Social Justice.

WSGS 428W/ENGL 428W Black Women's Fiction

TR 1:40 - 2:55 pm (K. Glass)

How did nineteenth-century black women writers record their versions of reality and visions of a democratic future? Why do their writings on race and gender remain relevant to twenty-first century readers? These and other questions will guide our discussions, as we explore black women's literary tradition, the historical contexts in which it emerged, and the dialogue between literature, politics, and music. The reading list emphasizes intersectional identity and includes works by Frances Harper, Harriet Jacobs, and Harriet Wilson. Students in the course will acquire a nuanced understanding of African-American literature and cultural expression. Fulfills the University writing-intensive course requirement; and the Theme Area of Diversity.

WGS Graduate Courses Spring 2018

WSGS 522/COMM 521: Communication and Gender

TR: 1:40 - 2:50 pm (P. Arneson)

Examines research addressing differences and similarities in male and female communication styles in a variety of contexts, ranging from personal to social to work relationships, with attention given to philosophical and narrative understandings of what it means to be male and female persons. Theme Area: Social Justice.

WSGS 549/ENGL 549: Women Writers and the Literary Marketplace

M: 6:00 - 8:40 pm (F. Barrett)

This course will consider the changing shape of the US literary marketplace across the nineteenth century, as more and more women begin to seek print publication. Writing to his publisher in January of 1855, Nathaniel Hawthorne complains 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: To what extent does the increase in women's participation in the print marketplace revise traditional gender roles? When do women writers endorse traditional roles, and when do they call for change? How do women writers position themselves in relation to the newly-created category of professional "author"? And how do male writers respond to these developments? We will also consider how these writers contribute to two of the most important reform movements of the nineteenth century, namely abolition and women's rights.

The first section of the course will focus on the position of women in Transcendentalism. Readings for this section will include selected essays by Emerson and Thoreau, Hawthorne's *Blithedale Romance*, Louisa May Alcott's *Moods*, and selections from the writings of Margaret Fuller. The second section of the course will attend to the representation of women's rights and women's embodied experience in the work of nineteenth century poets. We will consider Whitman's *1855 Leaves of Grass*, Lucy Larcom's *An Idyll of Work*, Phoebe Cary's *Poems and Parodies*, and selected poems by Frances Harper and Emily Dickinson. In the third and final section of the course, we will consider the turn towards realism in the late nineteenth century fiction, reading Harriet Wilson's *Our Nig*, Rebecca Harding Davis' *Life in the Iron Mills*, and selected short stories by Constance Fenimore Woolson and Henry James.

WSGS 640/PHIL 640: Queer Theory and Transgender Studies

W 11:00 am - 1:40 pm (L. Rodemeyer)

Sexuality, gender, and embodiment have been understood in dramatically new ways since the mid-20th century. This course will begin with Foucault's *History of Sexuality* and Butler's *Gender Trouble*; both stand as important reactions against traditional understandings of sexuality, gender, and embodiment as well as influential texts in the rise of queer theory and trans studies. We will focus on their arguments that present sexuality, gender, and embodiment as discursive and/or performative, and how these arguments ground subsequent positions in both queer theory and trans studies. Then we will turn to articles in queer theory and transgender studies to demonstrate how each of these movements developed, the dialogues within each area, and the discussions--and criticisms--between these two regions of study.