FEMINIST, GENDER, AND SEXUALITY STUDIES (FGSS)

FGSS112F Freud and Psychoanalysis (FYS)
This course offers a close, critical study of Freud's psychoanalytic writings through the major phases of his career. We will be attending to individual texts, ongoing issues, the cogency of his theoretical formulations, and the range of his relevance and reception in deconstruction (Jacques Derrida), feminism (Elizabeth A. Wilson), and Black Studies (Franz Fanon, Hortense Spillers, and Christina Sharpe).  
Offering: Crosslisting  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: HA-COL  
Identical With: COL114F  
Prereq: None

FGSS113F Reproductive Politics (FYS)
This course explores the history and current status of reproductive politics in the United States. By prioritizing issues of difference, including race, gender, sexuality, disability, and class, the course will consider how scientific and bioethical concerns intersect with matters of cultural ideology and social control. Issues covered will include: the history and legacy of the birth control movement; the ideological construction of "infancy"; changing attitudes towards pregnancy and childbirth; gendered and racialized conceptions of parenthood; abortion rights; the fetal personhood debates; the regulation of pregnancy within incarcerated and institutionalized settings; genetic engineering; reproductive justice; and so on.  
Offering: Crosslisting  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: SBS-AMST  
Identical With: AMST115F, SISP115F  
Prereq: None

FGSS115F Reporting from the Inside: Journalism, Activism, and Intimacy (FYS)
What is the role of the reporter in today's divided and divisive America? While one approach has been to dip into the lives of others, get the story, and get out, this class will focus on pursuing the deeply human stories that matter most to you, guided by your own experience so that you can intimately connect with your subjects, your world, and yourself. From Black Lives Matter to the #MeToo movement to LGBTQ and Trans Rights, we are seeing writers and activists reporting events in real time, as they happen to and around them, celebrating the journalist as participant. This is hardly a new phenomenon. Many major historical moments—the Great Depression, the fight for Civil Rights and Women's Rights, the AIDS crisis—have had reporters on the inside, covering their own communities. In this First Year Seminar, students will immerse themselves in this kind of "intimate reporting" and its historical contexts, and also create a newsroom of their own design: learning the fundamentals of journalism through story idea meetings, research, and interview strategies; editing and fact-checking techniques; social media engagement; and pitching their work. Students will leave the class with a portfolio of writing that explores, from their own points of view, issues of gender, class, race, and sexuality.  
Offering: Host  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: SBS-FGSS  
Prereq: None

FGSS117F Social Norms / Social Power: Queer Readings of “Difference” in America (FYS)
This American Studies FYS is an interdisciplinary exploration of the privileges and penalties associated with "the normal" in the United States. We'll be centrally concerned with the ways bodily difference and social identity interarticulate with "normalness," locating individuals within hierarchical power structures. What is "normativity," if not a statistical norm? How are regimes of normativity produced, reproduced, and challenged?  
Our focus is on queer studies, which we will approach through an intersectional lens, paying careful attention to the ways race, ethnicity, indigeneity, class, disability, gender, and sexuality intersect in social terrains of power. We will unpack and explore key concepts in American studies, including settler colonialism, compulsory ablebodiness, heteronormativity, biopolitics, neoliberalism, and ideology, drawing on a range of genres and disciplines, including memoir, ethnography, film, and theory in disability studies, queer theory, critical race studies, Marxist feminism, Native American studies, and trans studies. Along the way, we will encounter problematics ranging from disability and the "normal" to the American Dream, the "wedding-industrial complex," sexual "deviance" and desire, racialized state violence, the privatization of the public space, and the politics of queer/LGBT activism.

As a First Year Seminar, this course is writing-intensive and is structured to give you ample practice in core writing, reading, and presentation skills needed at Wesleyan. This course is part of the Queer Studies and the Disability Studies Course Cluster, and it is cross-listed in FGSS.  
Offering: Crosslisting  
Grading: Cr/U  
Credits: 1.00  
Gen Ed Area: SBS-AMST  
Identical With: AMST117F  
Prereq: None

FGSS118 Reproduction in the 21st Century
This course will cover basic human reproductive biology, new and future reproductive and contraceptive technologies, and the ethics raised by reproductive issues.  
Offering: Crosslisting  
Grading: A-F  
Credits: 1.00  
Gen Ed Area: NSM-BIOL  
Identical With: BIOL118, PHI118, SISP118  
Prereq: None

FGSS121F Are You a Feminist? (FYS)
Taking our cue from Beyoncé and the debates her music has produced, this First Year Seminar investigates the meaning of feminism by considering how writers, artists, activists, academics, and public intellectuals discuss the topic. Students’ curiosity about feminism - as topic, politics, identity, and practice - will guide class meetings where we will discuss readings by prominent feminist writers, scholars, and critics. Students will leave the course with a clear sense of themselves as writers and thinkers, as well as an understanding of the ways in which gender and sexuality intersect with race, class, and other social identities and of the multiplicities of feminisms in our contemporary moment.  
Offering: Crosslisting  
Grading: OPT  
Credits: 1.00  
Gen Ed Area: HA-ENGL  
Identical With: WRCT121F, AMST121F, ENGL121F  
Prereq: None
FGSS123 Love, Sex, and Marriage in Renaissance Europe
This writing-intensive seminar will compare literary and artistic depictions of love, sex, and marriage during the Renaissance by authors and artists from England, Spain, France, Flanders, Germany, and Italy. We will read both male and female writers in genres ranging from poetry, the short story, and theater to the essay, the travel narrative, and the sermon. We will also examine other arts such as painting, sculpture, and the decorative arts (e.g., wedding chests). Questions we will explore include, but are not limited to, How were love and marriage related during the Renaissance? What role did sex, gender, and violence play in relationships between couples and within society? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers’ and artists’ interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L123, COL123, MDST125
Prereq: None

FGSS123F Love, Sex, and Marriage in Renaissance Europe (FYS)
This seminar compares literary depictions of love, sex, and marriage from the 14th to the 17th centuries by writers from England, France, Germany, Italy, the Low Countries, Spain, and Sweden. (Students will be able to study writings from other parts of Europe over the course of the semester should they so choose.) We will read texts composed by women and men in genres including poetry, theater, the short story, the essay, the maxim, the travel narrative, and the sermon. Though the seminar is focused on literature, we will also consider painting, engravings, sculpture, and the decorative arts (e.g., wedding chests). We will explore questions such as: How were love and marriage related during the Renaissance? What role did sex, gender, race, class, and violence play in relationships between couples and within society, and how were they represented in literature and art? How do gender and genre affect the ways in which love, sex, and marriage are depicted? How did cultural differences influence writers’ and artists’ interpretations of love, sex, and marriage? And what about same-sex unions? Other topics will include virginity and celibacy, erotic literature, family and class structures, and divorce. This seminar engages students with university-level research by navigating search engines and databases (beyond a Google search!), honing their analytical skills, and polishing their academic prose. Students will also have the opportunity to write creatively should they so choose.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: RL&L123Z, COL123Z, ENGL123Z, MDST125Z, WLIT249Z
Prereq: None

FGSS130F Thinking Animals: An Introduction to Animal Studies (FYS)
In 1789, British philosopher Jeremy Bentham wrote: “The question is not, ‘Can they reason?’ nor, ‘Can they talk?’ but, ‘Can they suffer?’” This question, which challenged the social and legal norms of the 18th century that denied sentience to non-human animals, has influenced disciplines across the social sciences and humanities to focus on what has more recently become known as, “the question of the animal.” Bentham’s question has sparked centuries of debate about the sentience of non-human animals and our relationship to them. In this course, we will examine a range of theories and representations of “the animal” to understand the desire to tame or objectify animals (through zoos, factory farming, and taxidermy), as well as why they are often conceived of as guardians of inaccessible experience and knowledge, and how the human and its various gendered, classed, and racial manifestations have been conceived of through and against notions of animality. Readings may include Poe, Kafka, Derrida, Bataille, Haraway, and Coetzee (among others).
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL130F, ENVS130F
Prereq: None

FGSS135F Staging America: Modern American Drama (FYS)
Can modern American drama—as cultural analysis—teach us to reread how America ticks? Together we will explore this question as we read and discuss
Feminist, Gender, and Sexuality Studies (FGSS)

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL

Identical With: ENGL175F, AMST125F, COL125F, AFAM152F, THEA172F

Prereq: None

FGSS188 Introduction to History: Revolutionary Women

"I do not think the war would have been won without the women... Now women have to liberate themselves." The fighter Maudy Muzenda's reflection on the role of women in Zimbabwe's liberation war speaks to a broader pattern in global history. Women have been central to the radical transformation of societies in Africa, Asia, Europe, and the Americas from the early modern era to the present. In this course we will examine revolutionary women who took up arms and others who protested for improved working conditions, voting rights, sexual liberty, and human rights. Our cases will include the history of political revolutions in France, Cuba, Russia, and China, as well as in Zimbabwe. We will also explore the critical role of women in the global Industrial Revolution, the Suffrage Movement, the rise of international feminisms, and the everyday struggles of women in multiple sexual revolutions.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST

Identical With: HIST188

Prereq: None

FGSS200 Sex/Gender in Critical Perspective (FGSS Gateway)

Feminist, gender and sexuality studies is an exciting interdisciplinary field that addresses gender, sex, and sexuality as well as related issues of race, class, nation, and citizenship across multiple disciplines, epistemologies, methods, and vantage points. At its most fundamental, the field addresses how persons are identified and identify themselves as similar to and different from each other and the relation of these categories of difference to power relations. The study of feminist and queer thought on sex/gender and sexuality offers a critical lens through which to examine social structures and social problems, inequality, difference and diversity, identity and the self, belonging and community, and the possibility of social change, among other topics. This course will offer a broad introduction to the field and provide a foundation for further study of specific areas of interest.

The primary goals are to (1) explore the multiple ways feminist and queer scholars have understood sex, gender, and sexuality; (2) explore different methods and styles of feminist thought and expression; (3) situate these in time and place, with attention to historical and cultural contexts; and (4) explore the intersections of sex, gender, and sexuality with race, nation, and other categories of difference. The course will cover aspects of first-wave feminism (e.g., suffrage and the abolitionist movement); second-wave feminism and critical theories of sex/gender; and contemporary feminism, including queer theory, intersectionality and race, and transnational and postcolonial feminism.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-FGSS

Prereq: None

FGSS201 Queer Theories: Junior Colloquium

This junior colloquium will give you a solid foundation in queer studies.

Although "queer" is a contested term, it describes--at least potentially--sexualities and genders that fall outside normative constellations. This theory-based, reading-intensive seminar considers multiple genealogies of queer theory, from foundational texts and authors in queer theory, queer of color critique, trans theory, and crip theory, to lesser-known but critically important interventions. Structured as a series of conversations, we explore multiple locations of theory and notions of "queer." Rather than understanding queer studies as a singular school of thought, we will continuously problematize queer studies as a mode of analysis, asking: What kinds of bodies or desires does queer describe? What are the politics of queer? What are the promises of queer theory, and what are its failures? What is the future of queer?

This course is excellent preparation for a queer studies concentration in American studies. Students should expect to end the semester confident of their ability to read and draw on a range of queer theories.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST

Identical With: AMST201

Prereq: None

FGSS202 Feminist and Queer Methods Across the Disciplines

This course aims to better equip students to conduct rigorous and politically-engaged interdisciplinary research by exposing them to (and inviting them to reflect on) the range of methodological approaches that feminist and queer
FGSS203 Bodies and Sexualities in Medieval Islam
Islamic societies have long traditions of commentary about the body and sexuality. Medieval Islamic texts are replete with references to homosexual and erotic love that challenge the assumption, common today, that Islamic society is restrictive by its very nature. In this course, we will explore how the body was conceptualized by medieval Muslims. Instead of essentializing the Islamic “viewpoint” on the body, we will survey the variety of opinions and ideas about the body in the medieval Islamic world. We will draw on the Quran, early Abassid erotic poetry and literature, Islamic medical manuals, philosophical works, and belles-lettres, in order to trace how different understandings of the body and sexuality unfolded over time. In particular, we will focus on the notion of complementarity between the sexes, the role of marriage and procreation, the effects of medical theories on understandings of bodily health and illness, the ethical and legal frameworks governing sexual conduct, and the references to homoeroticism, pederasty, and female same-sex desire found in medieval Arabic and Persian love poetry and literature.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL202, RELI208
Prereq: None

FGSS204 Invoking the Earth Mother: Ecofeminisms and Indigenous Spiritual Ecologies
Over the past 50 years, a radical reshaping of our relationship to the organic world has infused national economic strategies, United Nations discourses, indigenous land rights movements, environmental legal frameworks, and a subtle mainstreaming of neopagan ritual practices and goddess worship in the Americas. This seminar will explore the social, legal and metaphysical aspects of myriad eco-feminist and indigenous spiritual ecologies. We will explore these worldview and ritual practices from animist, pantheist, monist, and panentheist perspectives, with a particular focus on gender constructs, implicit and explicit, within these movements. What is the relationship between the 1970s environmental movement and the rise of Goddess worship in the U.S.? Between the United Nations and Amazonian ayahuasca practitioners? Legally, Should Trees Have Standing (Stone 1972)? Politically, Is the Goddess a Feminist (Hiltebeitel & Erndl 2000)? Is Mother Earth, ultimately, empowering for LGBTQ2S folks? Engaging emerging podcasts, shamanic documentaries, social manifestos, and provocative religious studies texts, students will wrestle with a profound set of humanistic questions that may prove crucial to our survival as a species, namely: under what circumstances do we successfully invoke the gods to self-regulate the ecologically destructive practices of our late-stage capitalism? Who invokes who, how and when, shared where? To whom do we tend to listen on these matters, and why are they quaked to speak?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS
Identical With: RELI204, ENVS213
Prereq: None

FGSS206 Feminist Technoscience: Making Bodies, Bits, and Bombs
This course focuses on feminist transnational approaches to the study of science and technology. It introduces students to a range of critical and experimental figurations, post/decolonial theories and methods, and interdisciplinary reading and writing practices proposed by leading and emerging scholars who shape today’s vibrant field of feminist STS. While the various approaches share strong commitments to justice, difference, and collective agency, they don’t always mean the same thing. Students will learn to unpack affinities, tensions, and radical possibilities for living with greater care and less violence in a more-than-human, more-than-Western world. The course has three parts. Part I grounds students in canonical texts that have opened up multiple pathways for critically examining patriarchy, war, and technoscientific progress. These texts challenge binaries and hierarchies of nature-culture, organism-machine, modern-traditional, center-periphery and so on. Part II focuses on analyses of colonialism and racial capitalism, and the material-discursive apparatuses deployed to reconfigure how bodies, bits, and bombs come to matter. Part III looks at new works that refuse the end of history and propose a pluriverse of bold alternatives.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SISP
Identical With: SISP210
Prereq: None

FGSS209 Feminist Theories
How does “feminist” (a political commitment) modify “theory” (an intellectual practice)? We will address this question by reading a range of contemporary feminist theorists working to analyze the complex interrelations of social differences (gender, race, class, sexual orientation, religion, and so on), and relations of social domination and economic exploitation in a globalized world. The question, What is to be done? will oversee our work.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS
Identical With: ENGL208
Prereq: None

FGSS211Z Sexual Politics
This subject introduces ideas developed in feminist theory about the social and political construction of areas of experience relating to the body, gender and sexuality. Issues analysed in the subject include transsexuality, reproduction, pornography, sex work, sexual violence and sexual orientation. Students who complete this subject should be able to understand the ways in which issues connected with the body and sexuality are socially and politically constructed, understand the ways in which the construction of masculinity and femininity affects the learning and regulation of such areas of experience, and apply a variety of feminist approaches to the analysis of these issues.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS
Prereq: None

FGSS2121 Posthumanism(s)
This course explores how the interdisciplinary scholarship of posthumanism calls the classical philosophical tradition of humanism into question, beginning with the premise that the very idea of being human has always depended on
our shifting notions of the ecological, the nonhuman, the subhuman, and the inhuman. Authors will include Donna Haraway, Robert Pepperell, Katherine Hayles, Jacques Derrida, Cary Wolfe, Zakiyyah Iman Jackson, and Fred Moten, among others.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL215, AMST215
Prereq: None

FGSS216 Global America: Gender, Empire & Internationalism Since 1890
This course explores the cultural history of America’s relationship to the world across the long 20th century with particular attention to the significance of gender and sexuality. We will locate U.S. culture and politics within an international dynamic, exposing the interrelatedness of domestic and foreign affairs. While exploring specific geopolitical events like the Spanish-American War, World War I and II, and the Global Cold War, this course emphasizes the political importance of culture and ideology rather than offering a formal overview of U.S. foreign policy. How have Americans across the 20th century drawn from ideas about gender to understand their country’s relationship to the wider world? In what ways have gendered ideologies and gendered approaches to politics shaped America’s performance on the world’s stage? How have geopolitical events impacted the construction of race and gender on the home front? In the most general sense, this course is designed to encourage students to understand American cultural and gender history as the product of America’s engagement with the world. In so doing, we will explore the rise of U.S. global power as an enterprise deeply related to conceptions of race, sexuality, and gender. While reading key American studies texts in the history of the United States and the World, we will also examine films, political speeches, visual culture, music, and popular culture.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-FGSS

FGSS217 Key Issues in Black Feminism (FGSS Gateway)
This course surveys key issues in the historical development of black feminist thoughts and practices through readings of canonical works especially from the 1980s and ‘90s that contribute to this extensive body of knowledge. Our aim is to engage black feminist and womanist theorists, activists and artists from the diaspora who are exploring intersections of race, class, sexuality, religion, and other indices of identity affecting their daily lives. To that end, we will take an interdisciplinary approach to unpacking the historical tensions and politics and poetics in theory/practice, representation/self-making and expression/performance. We will also examine more recent turns in #BlackLivesMatter, #SayHerName and #BlackGirlMagic and conclude with Post-Zora Interventions—feminist interrogations on the borders anthropology, art, and activism.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: ANTH201
Prereq: None

FGSS218 Introduction to Queer Studies
This course will examine major ideas in the field of queer studies. Relying upon theoretical, historical, and cultural studies texts, we will consider the representation and constructions of sexuality-based identities as they have been formed within the contemporary United States. We will explore the idea of sexuality as a category of social identity, probing the identities of lesbian, gay, bisexual, and transgender to try to understand what they really mean in various cultural, social, legal, and political milieus. In doing so, we will ask, What does it mean to study queerness? What do we mean by “queer studies”? How do institutions—religious, legal, and scientific—shape our understandings of queer identities? In what ways do sexuality and gender interact, and how does this interaction inform the meanings of each of these identity categories? How do other social categories of identification—race, ethnicity, and class—affect the ways in which we understand expressions of queerness? Moreover, what does studying queerness tell us about the workings of contemporary political, cultural, and social life?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: AMST218
Prereq: None

FGSS219 "The History that Hurts": Reading Saidiya Hartman
This course will introduce students to the major works of the black literary theorist and cultural historian Saidiya Valarie Hartman (b. June 25, 1961), who was named a 2019 MacArthur "Genius" Fellow in Literary History and Criticism and American History. After graduating from Wesleyan in 1984, Hartman earned her Ph.D. in American Studies from Yale in 1992; she is currently a professor in the Department of English and Comparative Literature at Columbia University. Students enrolled in this course will read and write about Hartman’s trilogy of scholarly monographs: SCENES OF SUBJECTION: TERROR, SLAVERY, AND SELF-MAKING IN NINETEENTH-CENTURY AMERICA (Oxford University Press, 1997); LOSE YOUR MOTHER: A JOURNEY ALONG THE ATLANTIC SLAVE ROUTE (Farrar, Straus and Giroux, 2007); and WAYWARD LIVES, BEAUTIFUL EXPERIMENTS: INTIMATE HISTORIES OF RIOTOUS BLACK GIRLS, TROUBLESOME WOMEN, AND QUEER RADICALS (W. W. Norton, 2019). Finally, if her new book project is published before the syllabus is finalized, then students enrolled in this course will also read and write about Hartman’s fourth scholarly monograph (tentatively titled "N Folio: An Essay on Narrative and the Archive").

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: AFAM219, AMST319, ENGL218
Prereq: None

FGSS220 Literature and Black Feminism: The Dramas of Black Capital
This class explores Black women’s fiction as a mode of critique and intervention into Black Americans’ complicated relationships with social and economic capital in the wake of US chattel slavery. How do Black people negotiate the transition from being to owning property? How does the persistence of capital, even in the absence of the system of racial slavery that ushered it into being, continue to shape Black institutional access and Black intramural relations? How are white, Western regimes of value—constructed as they are through the production of racial-sexual difference in dominant habits of thought and representation—contested and, at times, recapitulated in Black social life? How does Black women’s literature take up these questions, and what about Black women’s literature uniquely equips it to meet this challenge? Ultimately, the course takes seriously Black women’s literature as Black feminist thought, exploring how it indicts and imagines beyond the violence of modern racial capitalism.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: AFAM221, ENGL218
Prereq: None

FGSS222 Literature and Black Feminism: The Dramas of Black Capital
This class explores Black women’s fiction as a mode of critique and intervention into Black Americans’ complicated relationships with social and economic capital in the wake of US chattel slavery. How do Black people negotiate the transition from being to owning property? How does the persistence of capital, even in the absence of the system of racial slavery that ushered it into being, continue to shape Black institutional access and Black intramural relations? How are white, Western regimes of value—constructed as they are through the production of racial-sexual difference in dominant habits of thought and representation—contested and, at times, recapitulated in Black social life? How does Black women’s literature take up these questions, and what about Black women’s literature uniquely equips it to meet this challenge? Ultimately, the course takes seriously Black women’s literature as Black feminist thought, exploring how it indicts and imagines beyond the violence of modern racial capitalism.

Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: AFAM222, ENGL213
Prereq: None

FGSS222 Identity and Jewish Literature: Sexuality, Race, and Gender
What, if anything, is Jewish literature? What, if anything, does it tell us about the history of the people called Jews? This course explores those questions through a variety of sources from Jewish writers, including Sholem Aleichem,
Cynthia Ozick, Franz Kafka, I.B. Singer, and others (flexible based on student interest). Through these readings, we will explore how Jewish literature relates to broader questions of sexuality, race, gender, colonialism, etc., as well as specific questions of Jewish history, like the Holocaust and the state of Israel. All works will be read in translation and no previous knowledge of Jewish studies or Judaism is required.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CJST
Identical With: CJST222, RELI222
Prereq: None

FGSS223 Sex, Money, and Power: Anthropology of Intimacy and Exchange
Sex and money—intimacy and economy—are often imagined to occupy distinct and separate spheres. Sex and intimacy are located in the private or domestic realm, in spaces of leisure, feelings, care, and personal connections. Money and economy, on the other hand, are purportedly public, located in the market and tied to labor, rationality, and impersonal (non)-relations. This course brings these spheres together, focusing on the links, exchanges, and circuits between the intimate and the economic in diverse cultural contexts.

Drawing on anthropological, feminist, Marxist, queer, and critical race theory, we will work definitions of key concepts: intimacy, division of labor, domestic labor, sexual labor, exchange, commodity, value, neoliberalism, consumer culture, and more. We’ll test, apply, critique, and expand these concepts as we work through ethnographic case studies on contemporary sex work and tourism, marketing and pornography, reproduction and domestic labor, marriage, class and sexual lifestyle, labor and care work, and sex stores and commodities. We will connect economic, cultural, and political formations with race, ethnicity, nation, sexuality, class, and gender, scaling up to consider global and transnational exchanges and down to consider how these circuits impact families and communities. Throughout, we will ask: Whose labor is valued and recognized, and why? How do bodies accrue value, and in what kinds of marketplaces? When are intimacies—sexual and social—commodified? How is race, gender, and sexuality central to these exchanges? How do new transnational circuits constrain and/or empower people? And finally, who benefits from these relations, and who does not?

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH203
Prereq: None

FGSS224 Mystics and Militants: Medieval Women Writers
In this class we will read a wide range of works written by European women between ca. 1100–1400, including courtly, devotional, and polemical texts. The course will explore ideologies of gender in the Middle Ages and examine the ways in which our authors confronted the misogynist discourses of their eras with learning and imagination. We will consider such topics as constructions of sexuality and the body, "courtly love," mystical religious experience, heresies, humanism, and utopian realms. In short, we will read works by women who created their own forms of authority and in doing so, both influenced and defied the authorities of their time.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL232, MDST238, RL&L231

Prereq: None

FGSS225 Place, Belonging, and Sound in the 20th c. Latina/o/x, Black, & Caribbean Imaginations--NYC
Throughout the latter 20th century, various aesthetic renderings of New York City have positioned it as a site of voyeuristic allure and racialized excess and pleasure—simultaneously posh, unfriendly, tourist-trapped, "seedy," "gritty," and segregated. Through select literary, cinematic, and performance optics of Latina/o/x, black, and Caribbean writers and artists, especially queer and bisexual writers and artists, this course will focus on memory, representation, form, sound, and the imagination in the layered and shifting site of mid-20th- to 21st-century New York City—and even more specifically, of Harlem, the Bronx, the Lower East Side, Brooklyn, and Elizabeth, N.J. Fictionalizations, poetizations, and performances of first-person memories and reimaginings of overheard stories from older generations about life in the U.S. South and life in the Caribbean will feature in the works that we will study in this course.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL215, AMST238
Prereq: None

FGSS226 Performance Curation as Relational Praxis
When we hear the word "curator" we might think of the iconic fictional character of Bette Porter—someone who works in a museum or gallery with a vision for how paintings, sculptures, and wall texts are put together for a show. In this class we will expand on this idea of the curator to explore what happens when we add performance to the task of curation. Or, put differently, we will ask what happens when we remove performance from the more theatrical tradition to add it into the gallery and museum space. Thinking between performance studies, visual art, and museum studies, this course explores the role of the performance curator. Connecting performance curation to community engagement, social practice, and transformative justice, we will explore the ways in which performance might address questions of racial inequality, gender variance, class access, and dis/ability. We will ask: How does performance live in art institutions? How do you compensate a performer for a fleeting piece of work? How does performance curation make possible new genres of performance? Can, and how, might we apply its practices back to more traditional theater contexts at the university, in the art world, and beyond?

In this class students will explore theories of performance curation as a practice of not only selecting and choosing, but of building relationships. We will look at museum shows, arts organizations, and performance scholars to eventually build individual proposals for our own performance events. Artists and scholars to be discussed include Nivald Acosta, Mariana Valencia, Justin Allen, Morgan Bassichis, Jamie Shearn Coan, Ralph Lemon, Thomas Lux, Adrienne Edwards, Tourmaline, Carolyn Lazard, The Poetry Project, Center for Experimental Lectures, Wendy's Subway, Adult Contemporary, and more.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA216
Prereq: None

FGSS227 Queen Mothers, Unruly Women: Histories of Gender and Sexuality in Africa
The 1929 Women's War is a touchstone for women's history in Africa. By 'sitting on a man' women in Nigeria shook colonial authorities and demanded economic rights and a public voice. These unruly women danced in protest and
riot (sometimes nude), but their actions were not uncommon sights for their African audience. African women across the continent had long wielded power as queen mothers, prophets, and traders. Others challenged the constraints of ordinary domestic life through their labor, dress, or spirit possession.

Gender and contested authority are central to everyday life and politics in Africa. In this course, we will study the history of political and domestic authority on the continent with special consideration for the ways in which gender, sexuality, and power intersect. These histories are diverse both in time and place. For this reason, this course will not present a single narrative of gender in African history. However, students who satisfactorily complete the course will be able to write knowledgeably about the major debates surrounding gender and sexuality in Africa. Major themes include: spiritual authority; domestic and sexual life; the division of labor; and the impact of colonial rule and post-colonial politics. We will examine how women (and also men) have grappled with these intricate social and political relations from the pre-colonial period into the post-colonial era.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST226
Prereq: None

FGSS229Z Thinking with Octavia Butler's "Wild Seed"

Black speculative fiction writer Octavia Butler's novel "Wild Seed" (1980) begins on the African continent in the 17th century amid the rise of transatlantic slavery and concludes on a plantation in Louisiana on the eve of the 19th-century American Civil War. "Wild Seed" was the last published book in Butler's Patternist series, but it relates the earliest segment of that epic story, which follows a shape-shifter named Anyanwu and a body-jumper named Doro across geographies, centuries, classes, corporealties, genders, races, and even, in Anyanwu's case, across species. To quote one student: "It's the weirdest novel I've ever read." This seminar takes up the myriad and interwoven provocations Butler offers in "Wild Seed" by reading her novel alongside a wide range of scholarly literature in the fields of African and African diaspora studies, Indigenous studies, gender & sexuality studies, animal studies, history, disability studies, religious studies, and cultural studies, as well as visual arts. Rather than "apply" the syllabus texts directly to Butler's novel, we will attend to how her novel not only reflects—indeed, anticipates—such scholarly and artistic production, but also produces its own aesthetics and epistemologies.

The seminar unfolds part-synchronously (via Zoom) and part-asynchronously (via writing assignments, screenings, and research project check-ins). Twice-weekly virtual meetings will be centered on presentations of research projects that students will develop over the course of the month, engaging a particular theme or question that they will identify in Butler's work. As such, the syllabus texts are subject to change. Students will be expected to read "Wild Seed" in its entirety in advance of the first class and to have begun thinking about topics they might explore for their presentation and research project (the former being preparation for the latter). The seminar's asynchrony component will consist primarily of weekly writing exercises asking students to reflect on how the assigned texts converse with Butler's novel and vice versa and to comment on one another's analyses. Shared annotatable pdfs will be used to generate conversations about the readings outside of class and to identify questions and topics for discussion. The professor will consider proposals for a creative final project, but it, too, will require substantive research.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-FGSS
Identical With: AMST277Z, AFAM228Z
Prereq: None

FGSS228 Performing Identities (FGSS Gateway)

Despite the ways that "difference" matters in our social world, identity categories—particularly race, class, gender, and sexuality—are largely constructed. This course uses "performance" as a lens through which to better understand the constructedness of identity. Further, it explores how minority artists and theorists mobilize art and "performance" in their efforts to scrutinize these identity categories' coherence and authority. We will explore the following questions: To what extent can "identity" be understood as a biological truth? How do historical and political needs shape how categories of difference appear? What political potential might art and performance generate, especially for helping us to imagine beyond our current identificatory regimes? Ultimately, this course suggests that the "performativity" of identity might suggest possibilities for undoing its real oppressive implications.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-FGSS
Identical With: AMST277Z, AFAM228Z
Prereq: None

FGSS229 Trailblazing French Women in Science, Food, and the Arts

One could argue that all fields are mined for women, but certain domains are more closed than others. Such is the case for "haute" cuisine, haute couture, cinema, and the political sphere among others. This course seeks to examine the destiny of a group of women who established themselves in spaces traditionally reserved for men. Besides retracing and discussing their work, we will examine the discrimination they suffered and their strategies to overcome the norms. Finally, we will study the representations which were or are made of them through texts, articles, and films. These women include known figures such as Simone de Beauvoir and Marie Curie, but also others like the artist Annette Messager, the cook Hélène Darroze, the designer Coco Chanel, and more.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: FREN227
Prereq: None
This course encourages students to experiment with their writing practices. Over the course of the semester students will be asked to write four separate creative/critical pieces, all of which will be workshopped in the space of the classroom.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA235, ENGL278
Prereq: None

FGSS236 Activism and Theories of Change
In this course we will explore strategies and theories of change that shape social justice movements, with particular reference to recent movements in the United States. We will discuss the benefits and risks of the many available strategies including direct action, grassroots mobilization, impact litigation, legislative campaigns, electoral campaigns, artistic protest, and public education. What strategic, ethical, or moral questions are raised by various types of protest and communications? The instructor will draw on her own experiences as an activist for women's rights, queer rights, and economic justice. In addition, the course will feature a guest teacher for a segment of the semester: Beverly Tillery, Executive Director of the Anti-Violence project in NYC will look at the ways BIPOC and Queer BIPOC communities are reshaping the social justice landscape by addressing the safety of trans women, challenging the gender binary and reforming and ending the carceral legal system. We will allow time to discuss events that may occur in real time over the course of the semester. This course will be relevant to students interested in public policy, feminism, gender and sexuality studies, and other social sciences, and will provide useful insight for future organizers and activists, lawyers, and public policy makers.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ALLB
Identical With: CSPL235, AFAM235, IDEA235
Prereq: None

FGSS239 Animal Theories/Human Fictions
The question of “the animal” has become a recent focus of theory, although depictions of nonhuman animals can be traced to the very origins of representation. This course will move among literature, philosophy, art, and theory in an effort to trace the changing conceptions of human-animal difference and human-animal relations from 18th-century fictions of savage men and wild children to current theories of the posthuman. We will consider the ways that the representation of “the animal” intersects with theories of gender and race as it also contests the grounds of representation itself. Authors may include Rousseau, Poe, Sewell, Mann, Colette, Coetzee, Heidegger, Agamben, Derrida, and Haraway.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-COL
Identical With: COL238, ENGL252
Prereq: None

FGSS240 The Gendering of Music in Cross-Cultural Perspective
This course presents a critical examination of issues explored and debated in recent studies of gender, sexuality, power, identity, and music from diversified music traditions, including Western art music, popular music, and world musics. Drawing upon interdisciplinary discourse on theories of feminism and gender, gay and lesbian musicology, as well as queer theory in ethno/musicology, through case studies and analysis of various musical examples, we will investigate the following topics: women’s multiple roles in the historical and contemporary practices of music; desire, sexuality, and women’s images in music; and how gender ideology, contextualized by sociocultural conditions, both constructs and is constructed by musical aesthetics, performance practice, creative processes, and the reception of music.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC291
Prereq: None
FGSS242 Intimate Histories: Black Women’s Sexuality
Black feminist theory teaches us that African American women have historically confronted racism and sexism in addition to other forms of oppression. How has this experience shaped the sexual lives of everyday black women and famous figures? This course places the sexual at the center of African American women’s history. It will examine how regimes of violence have intervened in black women’s sexual freedom, from intimate bonds to reproduction to same-sex desire. It will cover black women’s resistance to these regimes; to their sexual agency in diverse spaces from the plantation to the porn industry. This course will also tackle the enduring impact of the Jezebel stereotype in the history of black women’s sexuality. Using primary and secondary sources, this class will fundamentally investigate the significance of African American women’s sexual history in the histories of American sexual, racial, gender, and class politics.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: AFAM242, HIST258
Prereq: None

FGSS243 Television: The Domestic Medium
Of all the mass media, television is the most intimately associated with domestic and familial life. Its installation in American homes over the postwar decade coincided with a revival of family life that encouraged an emphasis on private over public leisure. Most television is still watched at home, where viewing practices are interwoven with domestic routines and provide a site for negotiating family and gender relations. Television production is shaped at several levels by the images broadcasters and advertisers have of viewers’ domestic lives: Broadcast schedules reflect socially conditioned assumptions about the gendered division of family roles; a common televisual mode of address uses a conversational style in which performers present themselves to viewers as friends or members of the family; and families or surrogate families figure prominently in the content of programming across a wide range of genres, including sitcoms, primetime dramas, daytime soaps, and talk shows. Sitcoms, in particular, have responded to and mediated historical shifts in family forms and gender relations over the past 50 years, and they will be a focus in this course. We will explore how television has both shaped and responded to larger cultural discourses about family and gender from the postwar era into the 21st century.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-ANTH
Identical With: ANTH244, FILM349
Prereq: None

FGSS244 Feminist and Queer Theories of Social Reproduction
This course will introduce students to the study of social reproduction and power with an emphasis on feminist, queer, and transnational approaches to inquiry and action. We will begin by exploring key methodologies and theoretical framings for understanding contemporary “American” cultural, social, and political formations both within and beyond the territorial U.S., focusing on the effectiveness of discursive and historical modes of critical analysis. The subsequent sections of the course will turn to three case studies of the historical routes and transnational implications of U.S.-based political discourses around (1) population control and reproductive justice, (2) abolition and the prison-industrial complex, and (3) debt and higher education. By engaging with each area of inquiry through theoretical, historical, and grounded activist texts, we will think through the possibilities for utilizing academic work in concert with movement-based engaged scholarship to address the uneven distribution of life chances and the potential of imagining the world otherwise.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
regulatory schemes that have been developed around the world. The course will have these shifted over time? Recent controversies concerning sex trafficking alter the meaning and experience of sex work? What sorts of desires and intimate relationships? How do questions of race, class, sexuality, and gender work similar to or different from other forms of service labor or other types of sex work changed over time, and what do these changes tell us about both as the way in which prostitution is utilized as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationship? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world. The course will exhibit in a local museum, an oral history project, or a syllabus, among other possibilities to be discussed with the instructor.)

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST231, SISP231, AMST231
Prereq: None

FGSS253 LGBT History in the United States: 1940-Present
The emergence of a distinctive sexual minority in the United States following World War II had a tremendous impact on the society and culture of the modern United States. The push for LGBT recognition, rights, and acceptance intersected with larger discourses of race, sexuality, and class. This course will survey the history of sexual and gender minority communities in the United States from the legalization of same-sex marriage.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST233
Prereq: None

FGSS255 Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex
This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences that form sex work, as well as the way in which prostitution is used as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationship? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-SOC
Identical With: SOC256
Prereq: SOC151

FGSS255Z Sex Work and Sex Trafficking: Empowerment, Exploitation, and the Politics of Sex
This course explores the history, politics, and social meaning of sex work. Focusing particularly but not exclusively upon prostitution, we will pay careful attention to the diverse range of social experiences that form sex work, as well as the way in which prostitution is used as a governing metaphor within sexual relations more generally. Some questions the course will consider: How has sex work changed over time, and what do these changes tell us about both the nature of sex work and about the broader society? In what ways is sex work similar to or different from other forms of service labor or other types of intimate relationship? How do questions of race, class, sexuality, and gender alter the meaning and experience of sex work? What sorts of desires and expectations do clients bring to interactions with sex workers, and in what ways have these shifted over time? Recent controversies concerning sex trafficking and underage prostitution will also be addressed, as will the effects of various regulatory schemes that have been developed around the world.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-SOC
Identical With: SOC256
Prereq: SOC151

FGSS256 Social Movements
How, when, and why do social movements emerge? What motivates individuals to participate? What transforms problems into grievances and grievances to action? How should movements be organized, and what tactics should they use? What factors explain movement success and failure (and how should success and failure be defined)? What is a social movement, anyway? This course seeks to introduce some of the major ways scholars have approached such questions and, at the same time, to give a sense of both the high drama and the everyday details of social movement activism, using historical and sociological case studies. Course readings concentrate on U.S. movements, including racial justice, class, gender, and sexuality-based activism.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-SOC
Identical With: SOC246
Prereq: SOC151

FGSS262 "Before the 'Body' there is the 'Flesh'": Reading Hortense Spillers
This course will introduce students to the major works of the black feminist theorist and literary critic Hortense J. Spillers (b. April 24, 1942), one of the greatest essayists and most gifted intellectuals of our times. While her published writings are legion, Spillers is perhaps best known for her scholarly article titled "Mama's Baby, Papa's Maybe: An American Grammar Book" (originally published by Diacritics in 1987). In addition to "Mama's Baby," then, together we will read and engage at close range with the essays collected in "Black, White, and in Color" (published by the University of Chicago Press in 2003) in order to reveal the extraordinary complexity and clarity of her thought.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-AFAM
Identical With: AFAM264, ENGL261
Prereq: None

FGSS263 Buddhism and Social Justice
In this course students will get a basic introduction to Buddhism, covering major concepts including interdependent origination, suffering, not-self, and Buddhist ethical practices. Through major historical texts, we will establish a uniquely Buddhist basis for social justice. Historical texts to be covered include the Dhammapada, Therigatha, Jataka Tales, and Shantideva's A Guide to the Bodhisatva's Way of Life. We will discuss major philosophical questions such as, "how can we strive for change, while simultaneously accepting things as they are?" "How do we respect the importance of identities while denying the existence of a self?" "If the world will always be imperfect, why bother trying to improve social conditions?" We will then discuss contemporary applications of Buddhism for social change, and compare these with non-Buddhist approaches. Modern texts include "Soaring and Settling" by Rita Gross, "Freedom in Exile" by His Holiness the 14th Dalai Lama, "Burdened Virtues" by Lisa Tessman, and "Strength to Love" by Martin Luther King Jr.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: PHIL266, RELI266
Offering: Scholarly work in other fields are welcome. Students interested in using gender as a category of historical analysis for their prospective history and feminist, gender, and sexuality majors, though all and how they apply to the writing of history. This course is especially appropriate perspective with readings from the history of Africa, the Americas, Asia, and how they apply to the writing of history.

This seminar will introduce first- and second-year students to the history of gender, sex, labor, and feminist activism from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender, and sexuality majors, though all students interested in using gender as category of historical analysis for their scholarly work in other fields are welcome.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: AFAM246
Prereq: None

FGSS267 Revolution Girl-Style Now: Queer Performance Strategies
Looking to the rich cultural history of queer and feminist performance in the U.S, this course examines performances of gender, sexuality, obscenity, and refusal. In this class, we will ask how the terms “feminist” and “queer” come to determine a specific piece of theater or performance art. Is it the author’s own political affiliation that establishes the work as feminist? Is it the audience’s reading that gathers a work of art under a queer rubric? Furthermore, where does feminist performance meet queer performance? Topics will include feminist body art, AIDS activism, queer nightlife, installation and performance art, video art, and memoir. Focusing in on strategies for engaging the many meanings of the words “queer,” we will pair theoretical readings with theatrical sites.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA267
Prereq: None

FGSS269 Gender and History: Global Feminist Theories and Narratives of the Past (FGSS Gateway)
What is a female husband? In the 1980s an increasing number of feminist scholars posed questions about the relationship between biological sex and gender roles. The African scholar Ifi Amadiume, who studied the history of female husbands in West Africa, asserted that such relationships needed to be studied in a global context. More than two decades after Amadiume’s influential book “Male Daughters, Female Husbands: Gender and Sex in an African Society” (1987) was published, the scholarship on global gender and sexuality is vibrant and dynamic. These works have shown gender to be central to understanding society at different periods and geographical locations, but it is far from a universally understood category.

These seminar will introduce first- and second-year students to the history of gender, sex, labor, and feminist activism from a global and comparative perspective with readings from the history of Africa, the Americas, Asia, and Europe. We will also cover the development of influential theories in the field and how they apply to the writing of history. This course is especially appropriate for prospective history and feminist, gender, and sexuality majors, though all students interested in using gender as category of historical analysis for their scholarly work in other fields are welcome.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST291, COL323
Prereq: None

FGSS274 Self & Social Transformation
Racism, sexism, and classism are deeply ingrained in our habits and feelings. It seems that in order to change objective conditions we need to change ourselves and our communities. But given that our habits and feelings are often unconscious and resistant to change, how do we philosophically go about doing this? This class tries to answer this question. It starts theoretically with ancient Greek and ancient Chinese virtue ethics as well as Foucault’s later work on self-transformation. It then takes these concepts/theories and sees them in action in contemporary movements of self/community transformation. We start with a paradigmatic political activist movement of self-transformation: the Black feminist transformative justice movement with the goal of prison abolition. But as we progress, we will explore less obvious and seemingly more mundane movements of self- and community transformation such as Saba Mahmood’s dawa movement from Egypt, Weight Watchers, and finally “ballroom” culture from Detroit. Anthropological ethnographies of these movements will help show how we can self-reflexively shape our own habits and transform ourselves.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: PHIL274, ANTH274
Prereq: None

FGSS275 Feeling Black Feminism
In this course we will explore the connected histories of the “felt life of black feminism” (Nash 2019) and black feminist contributions to empower movements both inside and outside the academy. Our class proceeds by reading some of the seminal texts that circulate as theory in US academic black feminism alongside 20th and 21st century novels, memoir, and poetry to explore how black feminists articulate the relationship between their politics and the everyday psychic negotiations that comprise moments of anxiety, rage, tenderness, joy, melancholy, blackness, etc. This course engages in the study of collective minoritarian affect, feelings, and emotions as well as outlines their relationship to black and/or women’s liberation movements.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS
Identical With: AFAM274
Prereq: None

FGSS276 Black Performance Theory
What does it mean to perform identity, to perform race, to perform blackness? How is blackness defined as both a radical aesthetic and an identity? In this course, we will focus on theater and performance as a resource for thinking about black history, identity, and radical politics in excess of the written word. Following recent work in Black Studies and Performance Studies, this class will pay particular attention to the doing of blackness, the visible, sonic, and haptic performances that give over to a radical way of seeing, feeling, and being in an anti-black world. Plays, films, and texts might include works by Fred Moten, Alexander Weheiely, Brandon Jacobs-Jenkins, Suzan Lori-Parks, Danai Gurira, Shane Vogel, Adrienne Kennedy, Sarah Jane Cervenak, Dee Rees, Celiné Sciamma, Saidiya Hartman, Huey P. Copeland, Darby English, Lorraine Hansberry, Hilton Als, Spike Lee, Isaac Julien, Martine Syms, Tavia Nyong’o, and Daphne Brooks.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-THEA
Identical With: THEA266, AFAM266, ENGL263
FGSS277 Feminist Philosophy and Moral Theory (FGSS Gateway)
This course explores the dialogue between feminist concerns and moral theory. It will explore not only how moral theory might support certain central feminist insights and aims but also why some feminists cast doubt on the project of doing moral theory. Does the language of existing philosophical moral theories (reason, fairness, equality, utility, human nature, rights) sufficiently allow articulation of feminist problems? If not, how can feminist moral theorists move us beyond the grip of familiar gender-loaded oppositions? After surveying a range of perspectives on feminism and philosophy, we will give a deep reading to three book-length developments of feminist ethics: one from a Kantian perspective, one focused on care, and one focused on virtue ethics. As a gateway course for the FGSS program, this course serves to introduce critical thinking about the construction of gender and the intersection of gender with race, ethnicity, class, and sexuality.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-PHIL
Identical With: PHIL277
Prereq: None

FGSS285 Gender and Slavery in the Atlantic World
For most of the 20th century, historians of slavery in the Atlantic world overlooked the critical role of gender in shaping the marketplace, culture, and experience of the institution. Slaveholding and its attendant violence were presumed to be the domain of men. With a tragically limited archive, the popularity of slave narratives such as Frederick Douglass’s “Narrative of the Life of Frederick Douglass, an American Slave” (1845) reveal how the voices and perspectives of men have dominated our understanding of the enslaved experience. Since the 1980s, the work of black feminist historians such as Deborah Gray White’s “Ain’t I a Woman?: Female Slaves in the Plantation South” (1985) have unpacked the profoundly gendered nature of slavery in colonial America, the United States, and the Caribbean. This course embarks on an exploration of this important intervention. We will engage primary sources to illuminate the voices of enslaved women and debunk some of the historical myths of slavery and slaveholding. We will also visit classic and fresh secondary literature to understand the evolution of the field. Major themes include but are not limited to the Middle Passage experience, gendered violence, fertility, reproduction and motherhood, the Southern Belle archetype and slaveholding mistresses, notions of beauty and purity in black and white, and fugitivity.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AFAM
Identical With: AFAM285
Prereq: None

FGSS286 Queer Activism and Radical Scholarship: Beyond Theory vs. Practice
This course explores the relationship between scholarship and activism, with a focus on intersectional radical queer scholarship and activism—queer left, black radical, trans, immigration, prison abolition, and sex work—in the United States. We will aim to connect the too-often bifurcated realms of academia and activism, theory and practice, research and action, so that we might think through the political stakes of knowledge-making and outside the so-called “ivory tower,” explore interdisciplinary methodologies we might use to study and learn from (and with) activists (including ethnography, oral history, and community archive), and gain insight into the histories and current realities of social justice movements, campus activism, the work of a radical imagination, art and activism, and the impasse of the political present. To put their theory into practice, students will undertake a semester-long radical research project on a queer issue or activist organization—past or present—of their choice.
Offering: Crosslisting

FGSS288 Gender and Sexuality in Chinese Narrative
This course pays particular attention to gender relations and representations of sexuality in Chinese narrative. This course will require close readings of translated Chinese novels, short stories and movies. We will explore themes and motifs such as gender roles in Confucianism, female chastity, same sex desire, cross-dressing, masculinity and femininity, manhood and misogyny, eroticism, the cult of qing (passion), the New Woman, socialist and post-socialist desires, and writing bodies in the era of globalization. In addition to providing a platform for appreciation of the aesthetic beauty of Chinese narrative, the course encourages students to think about how representations of gender and sexuality incorporate or confront the mainstream moral values and social principles in China.
All readings are in English, no prior knowledge of Chinese language or culture is required. No text book requirement.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CEAS
Identical With: CEAS278
Prereq: None

FGSS290 Global Film Melodrama
Often patronizingly dismissed as ‘women’s weepies’, this course will examine the proliferation and transformation of melodrama film within various national, subnational, postcolonial, queer, and global contexts. The course will focus on the specific language and conventions of melodrama. We will watch a wide range of films from India, China, Japan, South Korea, Hong Kong, Hungary, Iran, Egypt, Kenya, Spain, Venezuela, Cuba, Argentina, and Mexico among various global film contexts. Importantly, this course will ask, what are the stakes and implications of “Global” in “Global Film Melodrama”? Moving away from an additive model that often present global film histories as an addendum to the “mainstream” cinemas, the focus will instead be on the emergence and significance of melodrama, and its specific idioms within transnational contexts. The course is open to all sophomores including non-film minors and non-film majors at Wesleyan. No previous experience in Film is required.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: FILM290, CEAS292
Prereq: None
FGSS294 Queering Latin America: Contemporary Gay, Lesbian, and Transgender Literature and Film
This course studies important and groundbreaking films, novels, and poetry by contemporary gay, lesbian, and transgender artists. It focuses on their strategies to survive, respond to, and defy the changing socio-political Latin American landscape of the last 80 years. We will introduce some key critical concepts and debates from queer theory to guide our discussions. Some of the artists we will study include: Alejandro Pizarnik, Lucia Puenzo, Manuel Puig, Pedro Lemebel, Karim Ainouz, Lorenzo Vigas, Rosamaría Roffiel, and Norma Mosgrovejo, among others.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RLAN
Identical With: SPAN294, LAST294
Prereq: None

FGSS295 Queer Opera
Opera is a total art: it wedds elaborate fashions with scene design and lighting to create incredible dramas set to music. For this reason, opera forces us to think interdisciplinarily about the narratives it portrays. Every action, every emotion, every decision and recognition in the drama is conveyed to the audience in multiple and sometimes contradictory ways. Operas are also fantastic living experiments in the performative representation of normativity; regimes of social control are thematized, sometimes lampooned, and often transgressed within the drama, and operas allow us to see how this unfolds within an interconnected ensemble of media. This course serves to introduce students to the world of the opera stage and, through that world, the foundational texts of queer theory. Together we will explore operas from the 17th century to the present day, opera theory of the past century, and queer theory of the past three decades to ask what these bodies of knowledge have to teach each other.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-MUSC
Identical With: MUSC294
Prereq: None

FGSS301 Black Speculative Fictions and the Anthropocene
The genre of black speculative fiction—in the form of literature, art, music, and theory—provides a generative framework through which to (re)think understandings of race, gender, sexuality, class, the body, disability, citizenship, and the human. Often couched as taking place in the "future," black speculative fictions also engage the past and critique the present. This makes the genre a critical resource for addressing the Anthropocene. The term "Anthropocene" first emerged from the discipline of geology in 2000. Scientists proposed that Earth had entered a new epoch (following the Holocene) in which "humans" had become geological forces, impacting the planet itself. However, the term Anthropocene raises numerous questions. What does it mean to think about the human at the level of a "species"? What constitutes evidence of the Anthropocene and when did it begin? Who is responsible for the Anthropocene's attendant catastrophes, which include earthquakes, altered ocean waters, and massive storms? Does the Anthropocene overemphasize the human and thus downplay other interspecies and human-nonhuman, animate-inanimate relations? Or does it demand a (potentially fruitful) reconceptualization of the human and, by extension, of the Anthropocene? Centering the work of black speculative thinkers and placing it in conversation with scientific studies ranging from marine biology and geology to cybernetics, this course takes an interdisciplinary approach to the Anthropocene that endeavors to (re)conceptualize the human, ecological relations, and Earth itself. Texts engaged will include: novels, art, music, theory, and scientific studies.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM302, AFAM312, E&ES125
Prereq: None

FGSS302 Critical Perspectives on the State
This course builds on Marxist, poststructuralist, feminist, anarchist, and cultural analyses to take a critical approach to the state—what it is and what it does. We will examine how the state is imagined by those who write about it and struggle against it. Where does the state begin? How do states act, and what are the consequences of these acts? How is rule consolidated and how are individuals and communities annexed to the project of rule? How do people engage with state acts and ideologies? We will read texts drawn from a variety of disciplines, including anthropology, feminist theory, political theory, philosophy, sociology, and geography, that examine the nature, everyday workings, and effects of state power. Drawing upon ethnographic examples from around the world, we will analyze how states are cultural artifacts that produce and regulate people's identities and bodies, reproduce social inequalities, and engender resistances of all sorts. Some of the topics we will discuss include bureaucracy, governmentality, the security state, the prison industrial complex, terror and militarism, law and justice, citizenship, democracy, refugees, anti-state movements, the "man" in the state, and welfare and post-welfare politics.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-FGSS
Identical With: ANTH302
Prereq: None

FGSS303 Reproductive Politics and the Family in Africa
This course will introduce students to broad discourses and issues related to reproduction and the family in modern Africa. We will study maternal and sexual health and technologies of reproduction, but for us reproduction will be an object of historical inquiry. One of the driving questions for this course will be how reproduction has been given meaning socially. How have African societies understood abortion, infanticide, or other medical means of controlling fertility and childbirth? What has been the relationship between the family and the state? We will also examine ideas about sexuality and love, changing notions of parenthood, childhood health, and what constitutes an ideal family. Finally, we will interrogate how these ideas influenced health policy and political ideologies which, in turn, changed conceptions of motherhood, fatherhood, and the family.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-HIST
Identical With: HIST302, SISP302
Prereq: None

FGSS304 Pantheologies: Animal, Vegetable, Mineral, World
Pantheism teaches that the world itself is divine. The idea seems simple enough, yet it has suffered extraordinary ridicule at the hands of western philosophers and theologians, who have considered “matter” to be lifeless, dark, and feminine (which is to say, as different as possible from “God.”) This course will explore this generalized panic over pantheism—in particular, the anxieties it encodes over gender, race, nationality, and class, and the contribution such anxieties have made to an unequally distributed attack on the “environment.”
Seeking an alternative to our raced and gendered ecocidal metaphysic, the course then turns to contemporary pantheologies. To what extent are recent theories of cosmology, complexity, and materiality setting forth subtle pantheisms? What are the feminist, anti-racist, and ecological stakes of these theories? Properly conceived, what is pantheism; is it ultimately distinguishable from atheism; and what use are any of these platforms in developing an ethic and politics of environmental justice?

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-RELI
Identical With: RELI305, SISP305
Prereq: None

FGSS305 Techniques of the Liar: Performance, Artifice, Fraud
This seminar is a cultural and intellectual history of fraudulence, fiction, and faking it. We will explore both specific performance practices as well as theorizations of artifice, fraud, and authenticity. Topics will include illusion, ventriloquism, and sleight of hand; mimetic acting and the manufacture of “emotion”; dance technique and the concealment of effort; and musical improvisation and the politics of invention. We will also consider the complexities of drag, camp, and minstrelsy and historicize their surrounding discourses, centering the contributions of feminist, queer, and critical race studies. Looking at a range of (predominantly U.S.-based) practices from the mid-19th century to the present, we will consider how artifice and theatricality have been historically reviled as qualities inherent to femininity and queerness, respectively; how “authenticity” is both gendered and racialized; and how hiding, fabrication, exaggeration, and duplicity have also offered means of freedom or resistance.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM306, THEA306
Prereq: None

FGSS306 Black Feminist and Trans Theories of the Hu/Man
This seminar provides an introduction to Black feminist and trans theories’ interventions into the modern Western category of the human and its violent exclusions. Since their inception, Black feminist and trans theories have brought attention to the violence of what Sylvia Wynter has called our “genres of the human,” and in so doing, have laid bare the very preoccupations of power that condemn the non-white, non-cisgender being to sub-Human status and death in the material and discursive economies of racial capitalism. Students will develop broad knowledge of Black feminist and trans theories’ provocations regarding the intersecting identity categories that organize our world, and will be encouraged to develop their own critical approaches that are attentive to the hegemony of racialized gender and its attendant violations.

Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-FGSS
Identical With: AFAM304
Prereq: None

FGSS307 Mobilizing Dance: Cinema, the Body, and Culture in South Asia
This course focuses on questions of “mobility”—cultural, social, and political—as embodied in two major cultural forms of South Asia, namely “classical” dance and cinema. Using Tamil cinema and Bharatanatyam dance as case studies, the course focuses on issues of colonialism and history, class, sexuality and morality, and globalization. The course places the notion of “flows of culture” at its center and examines historical, social, and aesthetic shifts in these art forms over the past 150 years.

The course is both studio- and lecture-based. It includes learning rudimentary Bharatanatyam technique, watching and analyzing film dance sequences, and participating in guest master classes in ancillary forms such as Bollywood dance and Kathak (North Indian classical dance). The studio portion of this course is for beginners, and no previous dance experience is necessary.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-DANC
Identical With: DANC307, ANTH306, GSAS307
Prereq: None

FGSS308 Black, White, and Queer Forms and Feelings
We will study contemporary Caribbean, African diasporic, and Chicano writers and artists to consider different codes, fashions, forms, shapes, and registers of queerness and anti-normativity in parts of the Caribbean and the U.S. We will consider the artists’ and writers’ various relationships to Blackness, whiteness, nonwhiteness, minoritarian positions, their mothers, the domestic, power, and other space-times (e.g., the club, dreams, hallucinations, travel) of being in relation to sexuality, gender, pleasure, and affect.

Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL328, AFAM328
Prereq: None

FGSS309 Christianity and Sexuality
This course will explore a range of Christian teachings on, attitudes toward, and technologies of sex and sexuality. We will read medieval and modern theologies of sexuality, as well as contemporary historical, sociological, and cultural studies. Points of focus will include confession, mysticism, marriage, celibacy, queer and trans practices and identities, and reproductive justice.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-RELI
Identical With: RELI379, MDST379
Prereq: None

FGSS310 The Senses and the Subject in Cinema and Poetry
In this course, we will study a mixture of emotionally stimulating and structurally difficult contemporary cinema and lyric poetry, as well as select philosophical and theoretical approaches to the senses and the subject. Do theories and notions of the senses assume the subject, and/or subjectivity? If so, then how? What is the relationship between embodiment, the senses, the world, racialization, blackness, and being? How do select Western theoretical, aesthetic, and poetic frameworks represent and think as such? While cinema and lyric poetry might seem like strange neighbors, this course specifically foregrounds them as “repositor[ies] of synesthesia,” where not only the reconstitution of the subject after some disturbance (i.e., sensorial, physiological, social, historical, etc.) will be relevant to how we read, but also when that either does not happen or constitutively cannot happen. (Note that some short fiction may also be part of the course readings.)

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL320, AMST304
Prereq: None
FGSS311 Abolitionist University Studies
This course explores historical materialist theorizations of the practices and future possibilities of the U.S. university as a tool of social reproduction and space of potentially revolutionary thought. In so doing, the readings, assignments, and discussion will be inspired by Stefano Harney and Fred Moten’s provocation to re-interpret abolitionism as “not so much the abolition of prisons but the abolition of a society that could have prisons, that could have slavery, that could have the wage, and therefore not abolition as the elimination of anything but abolition as the founding of a new society.” Students will consider how conventional renderings of the university in higher education studies, critical university studies, and the popular cultural imaginary are predicated upon an often romanticized and fundamentally limited geographic and historical understanding of the work of colleges and universities. In response, the course cultivates a more capacious conceptualization of the historical and contemporary function of the university as a social form. In taking up abolitionism as both a method and critical analytic, the course will challenge students to imagine the revolutionary possibilities of an abolition university that aligns itself with movements beyond the institution, while reflecting on the particular importance and challenge of enacting such a vision in our current political moment.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-CHUM
Identical With: SOC399M, EDST399
Prereq: None

FGSS312 Women’s Political and Sexual Revolutions—Middle East and South Asia
This course examines the role of politically organized women’s movements, individual pioneers, hashtag and virtual campaigns, and the activism of grassroots and working-class movements in 20th-century Middle Eastern and South Asian contexts, with a focus on their political and sexual struggles, demands, and achievements.

The course is divided into two parts; it introduces a brief history of the nature and dynamics of women’s movements in the MENA and SA regions. The second half of the course focuses on feminist documentation and debates around Muslim women’s piety, sexuality, and political representation in a broader interdisciplinary frame. The course will examine how religious sensibility intersects with sexual orientation, gender identity, violence, sex work, the military, and even fashion. It will study these intersections as reflected in Muslim women’s writings, desires, activism, and demands for sexual freedoms or against sex crimes, in different countries and under different legal regimes and geographies.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS
Prereq: None

FGSS313 The Black Charismatic
In this course we will explore the interplay between black politics and popular culture in the post-civil rights era. More specifically, we will examine the aesthetics of affective (commonly called “charismatic”) black political leadership by attending to Tavis Smiley’s yearly “State of the Black Union” address, 2000-2010. We will rely almost entirely on film, video, and digital archives in order to trace the eleven-year-long evolution of Smiley’s annual event, while focusing our hermeneutic attention on the racialized and gendered performances of Louis Farrakhan, Michael Eric Dyson, Cornel West, and others. Through close readings of their televised performances, then, this course will require students to think and write about the practice and rhetoric of the black charismatic. How might the black charismatic threaten to undermine the political opportunities afforded by the success of the modern civil rights movement?

How did Smiley’s yearly event create the illusion of a black public sphere? What are the unintended consequences of substituting affect for political action? Similarly, what are the potential perils of a politics that results in ephemeral catharsis without dangerous political consequences? While participating in the general discussion across the semester, students will be searching out specific research topics of their own, topics relating the seminar conversation to original research questions about: the new liberalism of black politics; the crisis of the black public intellectual; the importance of technology (particularly the ways in which new media have changed, even upended the political habits itself); and the relationship between gender (particularly black masculinity), charismatic leadership, and respectability politics. Authors will include (in no particular order): Adolph Reed, Richard Iton, Hazel Carby, Hortense Spillers, Houston Baker, Erica Edwards, Melissa Harris-Perry, and others.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM311, AFAM314, RELI323
Prereq: None

FGSS314 All the Feels: Affect Theory and Cultural Studies
Butterflies in your chest. Perspiration on your upper lip. A racing heart. Every day we witness and manage sensorial experiences; quite often these negotiations illuminate the ways in which powerful norms and institutions shape our daily lives. This course explores the relationship between the seemingly individualized experience of feeling and the social world of power by introducing students to the vibrant field of affect studies. A recent “turn” in critical theory, affect theory is interested in embodiment, the senses, and sensorial experience, questioning the dominance of rationality and cognition by exploring the role emotions and feelings play in our social worlds. This course will focus predominantly on affect theory as it emerged from queer, feminist, and racialized minoritarian discourses in order to ultimately contemplate the ways theories of affect, feeling, sensation, embodiment, and emotion open up literary and cultural texts.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-WRCT
Identical With: WRCT302, ENGL308
Prereq: None

FGSS315 Entertaining Social Change
“Our problem,” Tom Frank writes, “is that we have a fixed idea of what power is, of how power works, and of how power is to be resisted.” This is especially true of “entertainment.” Power that may not seem like power—only, say, “fun” or “amusement”—can be especially powerful. A thread that connects all of our texts will be: how has the systemic critique of social contradictions been popularized as compelling and fascinating in modern times? A related concern: what are the seductions and violence built into “enjoyment”—“enjoyment” that reproduces “Americans”? We will “entertain” the diverse strategies that progressive moviemakers have developed to entertain Americans—to teach, persuade, seduce, provoke, upset, anger, and move them through laughter, tears, and not least of all ideas—so that Americans will be more inclined to “entertain” social critique that inspires and envisions social change.

Our critical focus will be on the popularizing (and sometimes the selling) of social critique in movies including: Straight Outta Compton, Malcolm X, Medium Cool, Network, El Norte, Smoke Signals, Before the Flood, The Black Panthers: Vanguard of the Revolution, Salt of the Earth, Matewan, and The Big Short. We will place special emphasis on self-reflexive movies about “entertainment” and about labor/social movement organizing. Entertainment, we will see, plays a key role in organizing—and reorganizing—Americans. In doing so it can place limits on our vision of what—and who—needs to be changed. By putting our movies...
in conceptual dialogue, and making these limits more visible, we will help one
another think, see, and feel beyond these limits. As we are "entertained"--and
we will be--we will consider the stakes of being "entertained."
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: AMST315, ENGL309
Prereq: None

FGSS316 Decoloniality, Feminism, and Human Rights
Is decolonialism only about flag-burning, taking a knee, and bringing down
statues of colonial figures? The course will study anticolonial critiques and
theories about historic and current settler colonialism and connect these with
the prevailing racial, gendered, and economic imperial order. Key classic texts
will be studied about how former imperial powers continue to neocolonize the
world through tax havens, as well as by leveraging the concept of human rights
and often at the expense of gender rights. Specific case studies will be examined
to illustrate the range of activism and global creative protests that widen the
paths to a decolonized feminist future.
Offering: Host
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-FGSS
Prereq: None

FGSS317 Sexuality, Gender, and Science
This course will consider how the concepts of gender and sexuality have been
treated in scientific fields, focusing primarily on the 19th and 20th centuries.
We will examine the history of ideas about gender and sexuality as reflected
in the development of sexology, theories of homosexuality, psychology, and
endocrinology. We will also discuss contraceptive and reproductive technologies,
the inclusion of women in clinical trials, women in scientific professions, and
recent studies that use algorithmic predictions of sex or sexual orientation.
Readings may include selections from Sigmund Freud, Siobhan Somerville, Emily
Martin, Sarah Igo, Laura Briggs, Ronald Bayer, Sandra Morgen, David Serlin, Allan
Bérubé, Dorothy Roberts, Johanna Schoen, Jennifer Terry, Carolyn Herbst Lewis,
Steven Epstein, Riley Snorton, Rebecca Jordan-Young, Mar Hicks, and Safiya
Noble.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-SISP
Identical With: SISP317
Prereq: None

FGSS320 Staging Race in Early Modern England
This course analyzes the dramatic representation of race in the plays of
Shakespeare and his contemporaries. We will examine the historical emergence
of race as a cultural construct in relation to related conceptions of complexion,
the humoral body, gender, sexuality, and religious, ethnic, and national identity.
Readings focus on three racialized groups: Moors, Jews, and Native American "Indians." After reading the play-texts in relation to the historical moment in
which they were first produced (using both primary and secondary sources)
we will then consider their post-Renaissance performance histories, including
literary, theatrical, and film adaptations.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL280, CHUM289, THEA290
Prereq: None

FGSS321 BioFeminisms: Science, Matter, and Agency
This course rethinks feminism's relationship to nature, the body, and biological
matter in light of new considerations of ontology in science studies, cultural
studies, and feminist thought. We will read contemporary treatments of science,
of Darwin and evolutionary theory, of neurobiology and epigenetics, and other
fields and disciplines that consider biological matter, and think about them
in feminist and queer frameworks. Readings will include "new materialists"
alongside other works on the "new biology" and the "new sciences," and we
will also revisit some second- and third-wave feminism. The course raises issues
that challenge traditional boundaries of the body and self, conventional ideas of
agency, and dualisms of mind/body. Readings include works by Donna Haraway,
Anne Fausto-Sterling, Elizabeth Grosz, Karen Barad, Vicki Kirby, and Elizabeth
Wilson, among others.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-FGSS
Identical With: SISP321
Prereq: None

FGSS322 Decolonizing Gender and Sexuality
This course seeks to examine ways in which the history and ongoing presence
of coloniality (including the deeply embedded forms of racial domination which
coloniality generates) have shaped and been shaped by structures of gender
and sexuality. The class will examine ways in which gender and sexuality have
been mobilized historically and are mobilized today in ways that support imperial
projects, even when presenting themselves in the guise of "protecting human
rights," humanitarianism, or feminism/LGBT projects. In addition to linking
together what Chandra Mohanty has described as the "One Third" and "Two
Thirds" worlds, this discussion-based seminar seeks to reconnect the disparately
gendered intimate and global spheres, situating the feminized "private" domains
of love, sex, and caring within and around fields of action such as geopolitics and
global political economy. Decolonial thinkers challenging Eurocentric framings
will receive particular attention within the course.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-FGSS
Prereq: None

FGSS323 Staging Blackness: African American Theater
This course surveys the dynamism and scope of African American dramatic and
performance traditions. We begin with a deep historical examination of 19th
century blackface minstrelsy that then progresses into a long-view of how black
American dramatists and theater-makers have self-fashioned black dramatic
performance traditions. We begin with a deep historical examination of 19th
century blackface minstrelsy that then progresses into a long-view of how black
American dramatists and theater-makers have self-fashioned black dramatic
narratives, black aesthetics, and black representations into the twenty-first
century. In all cases, we are interested in surveying the ways in which these
artists work within varying modes of dramatic expression and focus their plays
and performances on such topics as class, ethnicity, era, fragmentation, gender,
history, region, revolution, nationality, race, sexuality, and spectatorship.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL385, THEA323, AFAM323
Prereq: None

FGSS324 Interpreting the "New World": France and the Early Modern Americas
This course will consider how the concepts of gender and sexuality have been
received about how former imperial powers continue to neocolonize the
world through tax havens, as well as by leveraging the concept of human rights
and often at the expense of gender rights. Specific case studies will be examined
to illustrate the range of activism and global creative protests that widen the
paths to a decolonized feminist future.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-AMST
Identical With: AMST315, ENGL309
Prereq: None

FGSS331 Literary, Theatrical, and Film Adaptations
We will then consider their post-Renaissance performance histories, including
which they were first produced (using both primary and secondary sources)
the humoral body, gender, sexuality, and religious, ethnic, and national identity.
Readings focus on three racialized groups: Moors, Jews, and Native American
"Indians." After reading the play-texts in relation to the historical moment in
which they were first produced (using both primary and secondary sources)
we will then consider their post-Renaissance performance histories, including
literary, theatrical, and film adaptations.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL280, CHUM289, THEA290
Prereq: None
FGSS326 Queer Times: Poetics, Activisms, Temporalities

This course will analyze literary, visual, and theoretical works from the early 20th century to the present day paying particular attention to relationships among textuality, sexuality, race, temporality, and political activism. Works studied range from iconic modernist writings to contemporary queer activist, artistic, and theoretical production, with a focus on responses to the AIDS epidemic.

Offering: Crosslisting
Grading: A-F
Gen Ed Area: HA-ENGL
Identical With: ENGL378
Prereq: None

FGSS327 Litanies for Survival, Plots for Revolution

This seminar centers black-feminist and queer-of-color theory, literature, and art from the 1970s to the present in order to interrogate and reimagine revolution and revolutionary praxes. We will examine the interrelatedness of art and activism, hope and despair, collaboration and erotics. Key questions include: How does "survival" put pressure on "revolution," and vice versa, particularly in light of contemporary and imminent catastrophes, local and planetary? How does a joint consideration of survival and revolution affect interpretations of the past, understandings of the present, and imaginings of the future? What political work might intellectual and creative labor perform? Is revolution an event, a practice, or both? A useful term or a ruse?

This seminar is offered in conjunction with the Center for the Humanities’ Fall 2018-Spring 2019 theme, “Revolutions: Material Forms, Mobile Futures.” Assigned readings will include the work of scholars participating in the Center’s Monday night lecture series, and students will be required to attend several lectures over the course of the semester.

Offering: Host
Grading: OPT
Gen Ed Area: HA-CHUM
Identical With: THEA311, SOC300, AFAM331, AMST326
Prereq: None

FGSS332 Waiting: Bodies, Time, Necropolitics

This interdisciplinary course draws from social theory, gender studies, medical anthropology, disability studies and science studies to address the social stratification of time in corporeal terms. Many theorists have described the 21st century as marked by acceleration; this course addresses its counterpart: the slow, interminable wait, the being made-to-wait, and the socially structured scenes and experiences of waiting. How can we understanding waiting in the city emergency room for the mentally ill immigrant? What is it in the gender transition clinic? The polluted, toxic neighborhood? The refugee camp? We will begin by surveying multiple frameworks through which we can theorize time and its suspension. We will then focus on experiences of waiting in intersectional terms, that is, in relation to gender and sexuality, race, class, and dis/ability. We will explore how practices that produce life, health, and well-being (biopolitics) can also be necropolitical, when attention, care, or action is given to some, but prolonged or suspended for others. Readings will include works on necropolitical theory (Georgio Agamben, Achille Mbembe), medical and state subordination and abandonment (Javier Auyero, Joao Biehl), and queer and crip time (Lee Edleman, Elizabeth Freeman, Alison Kafer). We will explore a wide range of experiences of waiting, from those related to cancer diagnosis (Sarah Jain), gender assignment surgery (Alexandre Baril), to environmental toxicity (Michelle Murphy) and asylum seeking (Jennifer Bagelman).

Offering: Crosslisting
Grading: A-F
Gen Ed Area: HA-CHUM
Identical With: ENGL332, CHUM333
Prereq: None
FGSS335 The Work of Art Against Work: Art, Labor, Politics
Understandings of late 19th- and early 20th-century avant-gardes are tied inextricably to leftist theory, particularly that of the Frankfurt School. This advanced seminar will consider the legacies of that entwinement, while focusing more specifically on its transformations from the late 20th century to the present: We will examine how artists have engaged the “work” of art in relation to the rise of post-Fordism, a globalized economy, and new theories of work and anti-capitalism. We will pay special attention to gendered notions of work and the division of labor (including “craft,” affective labor, domestic work, care work, sex work, and more), to debt and racial capitalism, and to the rise of speculative finance and its links to the art market and the patron class.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM304, ANTH304, REES204
Prereq: None
FGSS342 Queer Robotics: Cyborgs in Science Fiction & Anthropology
What do representations of robots and cyborgs in popular film, sci-fi literature, and cultural anthropology tell us about gender, sexuality, race, and what it means to be “human”? In this class we will use critical race studies, queer and feminist theory, disability studies, and science and technology studies (STS) to analyze representations of “cyborg” bodies in speculative fiction and ethnography. Our case examples explore the politics of the body through narratives of military research, artificial intelligence, sex work, urbanism and segregation, biotech research, prosthetics and athleticism, new reproductive technologies, and more. We will engage with poetry, film, visual art, and speculative fiction to explore how bodies are dreamed, crafted, and represented.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: SBS-SISP
Identical With: SISP342
Prereq: None
FGSS343 Imitations of Life: Experimental Bodies at the Interface of Science and Culture
This seminar will examine scientific and cultural practices of corporeal simulation, or, practices of bodily substitution, imitative, and re/modeling. Topics examined will include: reproductive surrogacy; gender reassignment surgeries; experimental subject protocols; prosthetic enhancements; xenotransplantation; biometrics and alternative forms of bodily imaging; the use of nonhuman animals as human proxies; the rise of personalized medicine, and more. Students will engage with a wide range of case studies and theoretical materials from interdisciplinary perspectives. Special attention will be paid to the relationship between scientific discourses of “universality” and “particularity,” where socio-cultural forms of difference (e.g., race, gender, disability, etc.) are at once ignored and exacerbated. While most of the material addressed in the class will relate to recent phenomena, we will also be attentive to relevant histories of corporeal construction and reimaging.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM, SBS-CHUM
Identical With: CHUM343, SISP343
Prereq: None
FGSS345 Women’s Lib, Women’s Lit
The social movement known as second-wave feminism, but often referred to at the time as “Women’s Lib,” took center stage in much of the best-selling fiction of the 1970s. This course will look at popular fiction that concerned itself with women’s issues and the way it popularized, memorialized, complicated, and contested feminism in the popular imagination. We will look at a range of novels that focused attention on the nature of and possible solutions to women’s political, material, and sexual subjection by men. Although our focus will be on the 1970s, we will look at both some important pretexts, and some later responses to the ongoing crises of gendered inequality in the 1980s. We will pay particular attention the gendering of publishing and reception, exploring the contexts in which these books were produced, marketed, reviewed, and read.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL344
Prereq: None
FGSS346 Entangled Sounding Objects: Musical Instruments of Central Asia
Musical instruments exist at the intersection of material, cultural, and social worlds. Entangled in webs of human and non-human relationships, they are at once tangible and symbolic sounding objects that hold significant meanings for the communities they serve. This course will explore the social roles and cultural meanings of musical instruments in Central Asia, a region once traversed by the Silk Road, which extends from the borderlands of China in the east to the Caspian Sea in the west, and from Russia in the north to the frontiers of Afghanistan in the south.
Drawing on theories and ideas derived from interdisciplinary studies of material and sound culture, the course will examine how instrument making and performance are shaped by and entangled with social systems of value and cosmology, political ideology, ecology, and economy. Class meetings will focus on case studies of bowed and plucked lutes, zithers, mouth harps, end-blown flutes, and frame drums among historically nomadic and sedentary peoples of Central Asia. Through these case studies, students will learn about the origins and historical trajectories of individual musical instruments from the pre-modern period to the Soviet and post-Soviet eras; consider the social and political connotations of various performance configurations and repertoires; discuss the status of instruments in Islam and indigenous spiritual belief-systems, and the roles of musical instruments as symbols of national identity, objects of cultural heritage, and global commodities.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM304, ANTH304, REES204
Prereq: None
FGSS347 Melodrama and the Woman’s Picture
Within film history and criticism, the usage of the term “melodrama” has changed over time, as has the presumed audience for the genre. This course will investigate the various ways in which melodrama and the woman’s picture have been understood in the United States and around the world, beginning in the silent period; ranging through the 1930s, ’40s, and ’50s; and culminating in the 1990s. This course will pay particular attention to issues of narrative construction and visual style as they illuminate or complicate various analytical approaches to melodrama and speak to gender, sexuality, race, and class. Screenings include films directed by D. W. Griffith, Evgenii Bauer, Oscar Micheaux, John Stahl, Frank Borzage, Naruse Mikio, King Vidor, Wu Yonggong, Douglas Sirk, Vincente Minnelli, Max Ophuls, Mizoguchi Kenji, Kim Ki-young, Rainer Werner Fassbinder, Pedro Almodovar, Ann Hui, Lars von Trier, Farah Khan, and Luca Guadagnino, among others.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-FILM
Identical With: FILM347
Prereq: FILM304 OR FILM307

FGSS350 Historicizing Early Modern Sexualities
This course will examine recent historical and theoretical approaches to the history of sexuality in early modern English literature (ca. 1580-1680). Our focus will be the historical construction of sexuality in relation to categories of gender, race, religion, and social status in a variety of sources, both literary and nonliterary, verbal and visual, including poetry, plays, masques, medical treatises, travel narratives, and visual media. Topics covered include intersecting constructions of the sexed/gendered/racialized body; diverse sexual practices; sexual identities prior to the homo/hetero divide; and the histories of pornography and masturbation.
Offering: Crosslisting
Grading: A-F
Gen Ed Area: HA-ENGL
Credits: 1.00
Identical With: ENGL349, CHUM345
Prereq: ENGL201

FGSS351 Queer of Color Critique
This course will examine and interrogate the field of queer studies with particular focus on the ways in which queer scholarship and queer political movements function alongside critical race theory, ethnic studies, and sociopolitical antiracist efforts. Students will be asked to consider the history of queer studies and queer politics, the contemporary state of queer movements, and future visions of queer life. We will take an interdisciplinary approach, and we will rely upon a diverse range of theoretical, historical, and cultural studies texts. We will explore the normative parameters of both sexual and racial identities, probing the terms of identification to consider their meaning in the contemporary moment and in relationship to various cultural, social, legal, and political milieus. Throughout the course we will consider, What does it mean to study queerness and to study race? How do institutions—religious, legal, and scientific—shape our understandings of both queer and racial identities? In what ways do sexuality and race interact, and how does this interaction inform the meanings of each of these identity categories? Furthermore, how have queer movement and scholarship both supported antiracist efforts and, also, how have they been complicit in cultural and institutional forms of racial oppression? How do other categories of social identification such as gender, ethnicity, and class, shape the ways in which we understand expressions of race and queerness?
Offering: Crosslisting
Grading: A-F
Gen Ed Area: SBS-AMST
Credits: 1.00
Identical With: AMST351, AFAM351
Prereq: None

FGSS352 Black Thought and Critical Theory
This course follows Stuart Hall’s insistence in “What is this ‘Black’ in Black Popular Culture?” that the theoretical articulations of “blackness” are always “conjunctural.” We will investigate how black thought has been conjoined with critical theory through phenomenology, pragmatism, Marxism, semiotics, and psychoanalysis. In our readings of a variety of 20th- and 21st-century thinkers, we will elaborate the philosophical richness and contradictory tensions embedded in the notion of “blackness” at specific historical and theoretical conjunctures. How is “blackness” useful for social theory? Must we assume there is a tranhistorical identity to “blackness”? In what ways does “blackness” conjoin with the conceptualizations of gender, sexuality, class, and religion? Black thought and critical theory is the provocation that we attend to the tensions these questions raise. In this course, we will read the works of James H. Cone, Cornel West, Hortense Spillers, Saidiya Hartman, Sylvia Wynter, Denise Ferreira da Silva, Frank Wilderson, Calvin Warren, Tommy J. Curry, Stuart Hall, and Frantz Fanon.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: SBS-PHIL
Identical With: PHIL352, AFAM352
Prereq: None

FGSS354 Imaging Difference: Social Science & Black Life
This class has two interrelated areas of focus: first, the racist habits of imagining Blackness’s presumed racial-sexual difference that preoccupied social science in the late 19th and early 20th centuries; and second, the formative role that social scientific research and methods played in Black people’s quests for institutional inclusion in racial slavery’s afterlife. Focusing particularly on the careers of Ida B. Wells, W.E.B. Du Bois, and Zora Neale Hurston, we will explore the often contradictory relationship between Blackness and institutional power that is discernible in empiricism’s primacy during the long era of postbellum Black inclusion. Rather than seeking evidence of Black artists’ and intellectuals’ departure from empiricism and its attendant violations, we will explore the messiness of their efforts to experiment with and imagine beyond their misrepresentation and erasure in dominant empirical discourses. Indeed, Black artists and intellectuals sometimes recapitulated the violence of empiricist paradigms and their enabling truth claims despite their sound political intentions—particularly in their imaginings of Black women and queers. In considering the nexus of social science and Black life in this period, we will also consider the intramural politics of racialized gender, the myriad costs of institutional incorporation, and the stubborn durability of epistemological authority. Secondary texts include works by Hazel Carby, Émile Durkheim, Jacqueline Goldsby, Saidiya Hartman, Katherine McKittrick, Brit Rusert, Autumn Womack, Alexander Weheliye, and others.
Offering: Host
Grading: A-F
Gen Ed Area: SBS-FGSS
Credits: 1.00
Identical With: SOC318, AFAM354
Prereq: None

FGSS355 Social Movements Lab
What can we learn from social justice activists about the economic, political, and environmental struggles facing us today, including mass incarceration, immigration, economic precarity, and the violence of the state? Where are the critical sites of queer, trans, left, feminist, black, indigenous, disability, and environmental struggle? How do these movements converge, and where do they diverge? This participatory, interdisciplinary research seminar enables you to embark on an independent, semester-long research project on the social movement or activism of your choice. We’ll start with some foundational reading on multidisciplinary social movement research; archival, ethnographic, and participatory methodologies; and histories of social justice struggles in the U.S. The remainder and majority of the seminar is laboratory style, taking shape around your particular projects. Each week, we will collaboratively analyze one or two projects, mapping out and comparing methods, goals, visions, struggles, and contexts of the movements under study. Our goal is to understand a range of social justice activism in their economic, political, and historical context, with an eye toward integrating activist scholarship and social change. The activism you research can be contemporary or historical; local, national, or global; as well as environmental. The seminar will focus on the themes of economic justice, social justice, and environmental justice. Each week, we will explore a different theme and read a selection of readings that are relevant to that theme. We will also engage in discussions and debates about the intersections of these themes and how they relate to our own lives and experiences. We will use a variety of methods to analyze our findings, including qualitative and quantitative research methods. We will also develop a research methodology that is appropriate for our project, considering ethical considerations and how to communicate our findings effectively. We will present our research findings in a final project, which will be a collaborative effort. This course is open to students with no prior experience in research or activism.
Offering: Crosslisting
Grading: A-F
Gen Ed Area: SBS-CHUM
Credits: 1.00
Identical With: CHUM355, ANTH355
Prereq: None
FGSS357 Sex and Gender: From Synapse to Society
From movies like Think Like a Man to songs like "God Made Girls," from federal policies to gender reveal parties, much of our experience is defined by an ideology of gender dichotomy and an endorsement of fundamental sex differences in behavior. But does science agree? The field of neuroscience is bursting with research that both supports and questions inherent differences in the brains and behavior of men and women. In this course we will be taking an open and critical look at this scientific literature. We will begin by clarifying what it means, biologically, to be male/female, determine the limits to these definitions, and evaluate how these biological elements (genes/hormones/ anatomy) interact with our environment and society to influence our behavior and gender identity. Additionally, we will evaluate nonhuman animal and human data regarding sex differences in behaviors (e.g., aggression, verbal communication) and neuropathological states (e.g., addiction, autism spectrum disorder). Student evaluation will include effortful participation, biweekly concept checkpoints, a final paper/presentation, and weekly editorials.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: None
Identical With: BIOI357, NS&B357
Prereq: BIOI182 AND NS&B213

FGSS360 Special Topics: Writing Lives
In this course, students will read profiles, biographies, and theories of biography, texts that focus on the stakes of writing the lives of women, people of color, people with disabilities, and queer subjects. As we analyze these attempts to capture a life, to define the problems of this form, and to expand its possibilities, students will work on their own biographical writing. Throughout the semester, we will ask: Whose lives get written, and by whom? What constitutes evidence of a life, according to whom—and what gets left out? What kinds of research are necessary? How does a writer's relationship to her subject inform such a portrait, and what are the ethics of that relationship?
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL360
Prereq: None

FGSS361 Queer & Trans Erotic Archives
Is it possible to capture and archive ephemeral, flickering pleasures? This course addresses this question by problematizing the relationship between embodied pleasures and affective memories on the one hand and historical analyses on the other. Based on Derrida’s critique of archives’ selective preservation mechanisms and refraction of normative narratives, queer studies scholars have tried to create their own “counter-archives,” often by means of an alternative reading of conventional archives. First, participants will discuss the ethics of reenactments and appropriations of archived desires, analyzing specific case studies that will be an entry point into broader issues related to the scholar’s involvement in the voyeurism of the archive. Second, participants will discuss how a focus on queer cultures leads to a rethinking of what constitutes archival material, expanding this definition to include erotica and porn, feelings, ephemera, performances, and mass media. Course readings will also reveal the artificiality of the established boundaries between high and low culture, between authoritative knowledge and experiments with bodily pleasures. The course interrogates pornography’s potential as a historical source that reveals non-normative fantasies. Participants will discuss the relationship between sexual fantasy and social reality, between representations of idealized boundless pleasure, and historical contexts of stigmatization, pathologization, and institutional violence. This will lead to debates on archival sexual activism and minoritized bodies in the archive, in order to fully grasp the contraposition between over-determination and queer utopianism.
Offering: Crosslisting
Grading: OPT
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM361
Prereq: None

FGSS362 Visualizing Black Remains
This advanced seminar engages African Diaspora critical thought and aesthetic production (visual art, performance, film, literature) that grapple with the appetite, effects, and stakes of representing Black remains. What does this visual reproduction make possible or obscure, and what is its relationship to violence? The class will also encourage students to think about the ethics of reparation/repatriation in relation to forms of loss and dispossession that can neither be repaired/repatriated nor visually evidenced (in conventional ways). In those instances, how do contemporary critical thinkers and/as contemporary artists help us rethink loss, mourning, objecthood, violence, empathy, and reparation?
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM362, AFAM363, ANTH362, ENGL363, THEA362
Prereq: None

FGSS363 Body Politics: Desire, Sexualities, and Gender, Past and Present
Sexuality as a category to define, construct, and control the "self" has been seen as a product of the 18th and 19th c. This course turns to ancient Greek society to look at body politics before sexuality and to examine the different ways in which sex and gender are experienced and constructed.

We will approach sex and gender roles as organizing principles of private and public life. Using literary, scientific, historical, legal, and philosophical sources as well as material evidence, we will address issues including the creation of woman, conceptions of the male and female body, the legal status of men and women; what constitutes acceptable sexual practices and for whom (e.g., heterosexual relationships, homoeroticism, prostitution, adultery); and ideas regarding desire, self-control, masculinity and femininity, and their cultivation in social and political contexts. How ancient approaches to gender and sexuality are in dialogue or have informed recent debates will be a question throughout the course by looking at theoretical approaches and contemporary movements and debates. We will end by looking at how ideas about sexuality in classical antiquity were used in Romer v. Evans, otherwise known as the 1993 Colorado Gay Rights Case.

For CLST Major requirements, this course counts toward the concentrations of Literature and Performance and History, Politics, and Social Justice.
Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CLAS, SBS-CLAS
Identical With: CLST363
Prereq: None

FGSS366 Queering the Dancing Body: Critical Perspectives on LGBTQ Representation
This course focuses on questions of "queering" dance as a historical, cultural, social, and political enterprise. Focusing on both historical and postmodern dance contexts, the course explores key issues around gender and identity, with special reference to the concepts of performativity, impersonation, sexuality, and transformation. The course places the notion of "flows of gender and transformation" at its center, and examines historical, social, and aesthetic
shifts in these ideas over the past 50 years. It draws on case studies ranging from female/male dance traditions of impersonation in India, China, Japan, and Indonesia, to postmodern shifts of “classical” dance (such as the all-male cast of Matthew Bourne’s “Swan Lake”) and more popular forms such as voguing and "RuPaul’s Drag Race.”

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-DANC
Identical With: DANC366
Prereq: None

FGSS371 Sister Acts: Black Feminist/Womanist Theater of the African Diaspora
This course surveys the dynamism and scope of contemporary feminist/womanist drama written by black women playwrights of the African Diaspora. Reading select plays from Africa, Canada, the Caribbean, England, and the United States, alongside theory and criticism, we examine the impact of race, gender, identity, and sexuality politics on black feminist/womanist theater. Throughout our study of these dramatic texts, their performances, and their subsequent critiques, we are equally invested in the bridges and the gaps, the audibles and the silences, and the overlaps and the divides, as they are formed. Significantly, this analytic undertaking involves a simultaneous critique of the role of the playwright, the spectator, and the critic of black feminist/womanist theater. At all times, consideration is given to the ways in which these playwrights collectively use theater as a platform to explore black and female and diasporic subjectivities across regional, national, and, at times, linguistic differences.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-ENGL
Identical With: ENGL371, THEA371, AFAM371
Prereq: None

FGSS374 Abolition and Social Praxis
This course will examine some of the analyses of society, social power, and societal reform advanced and practiced by diverse activists who organize their work around the theme of abolition. Inspired by activist efforts to eliminate prisons and policing, abolition is here understood as an attempt to link a worldview that advocates for the disassembly of existing, oppressive social structures combined with efforts to generate new, more liberatory forms of social relationship in the here and now. As a form of activism, abolition thus brings utopian dreams to bear upon concrete practice, seeking to generate new structures of agency and pointing toward ways in which liberal notions of consent occlude deep forms of structural power and implicit constraint. Students will be asked to take on an activist project as part of the course.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM374, SOC280
Prereq: None

FGSS379 Gendered Belonging and the Politics of Inclusion
If inclusion and belonging are tied to recognition, how do marginalized subjects establish their legibility and “right to appear”? This course addresses social exclusions around gender nonconformity and examines legal, activist, and artistic practices that contest them. Using several contemporary case studies, including fights over the sex segregation of bathrooms, controversies over the diagnosis and treatment of trans* youth, and the movements defending the lives of trans* women of color and advocating for trans* people in immigrant detention, the course will address how U.S.-based social contests over sex/gender are implicated in hierarchies of race, citizenship, and dis/ability, and situated in (neo)colonialism, racial capitalism, and geopolitics in complex ways.

Offering: Crosslisting

Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM379
Prereq: None

FGSS381 Afro-pessimism, Gender, and Performance
This course explores the theme of Afro-pessimism and the ways in which imaginative and activist work around the theme of abolition. Inspired by activist efforts to eliminate prisons and policing, abolition is here understood as an attempt to link a worldview that advocates for the disassembly of existing, oppressive social structures combined with efforts to generate new, more liberatory forms of social relationship in the here and now. As a form of activism, abolition thus brings utopian dreams to bear upon concrete practice, seeking to generate new structures of agency and pointing toward ways in which liberal notions of consent occlude deep forms of structural power and implicit constraint. Students will be asked to take on an activist project as part of the course.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM371, AFAM370, THEA373
Prereq: None

FGSS385 Race, Capital, and Sexual Consent
Race, Capital, and Sexual Consent will focus on the early 19th century through to the Progressive Era. It will explore racialized sexual markets, from what Black feminist historian Adrienne Davis has called “The Sexual Economy of American Slavery,” to the Victorian-era marriage market, to continuing and emerging sex work and pleasure economies. This course will focus on areas of overlap, tension, and reinforcement within and between these racialized sexual markets. Fundamental to this class will be the question of if/how sexual consent is configured within these markets, and what this means in the broader evolution of American liberalism in the 19th- and early 20th-century U.S.

Offering: Crosslisting
Grading: A-F
Credits: 1.00
Gen Ed Area: HA-CHUM
Identical With: CHUM385, AFAM385, HIST332
Prereq: None

FGSS386 Women and Politics
In this course we will study a variety of topics related to the theme of women and politics: women’s political participation, the gender gap, women in political parties, female leadership, and women’s issues. Because women’s political engagement is affected by their position in society and in the economy, we will also study topics such as inequality, power, discrimination, and labor force
debates--without a notion of authenticity? In this course, we will discuss what or justice claims--such as those coming from trans-politics or multiculturalism if there is no such thing as a “true self”? What becomes of certain emancipatory culture can be deployed to constrain individual members of cultural minorities. “real blacks,” or “actual natives.” Others argue that the idea of an authentic authenticity inadvertently marginalized individuals who are not “true women,” to authenticity have come under heavy scrutiny. Some claim that appeals to conservatives alike. Over the past four decades, however, political appeals sorts of perspectives have these authors brought to issues of industrial pollution, upon the course readings and in-class negotiation exercises to answer questions such as: Should we match dispute resolution strategies to parties’ personalities or desired outcomes? Whose conception of fairness and social good should guide our negotiation practices? Are dispute resolution techniques gendered? By the end of the course, students will be more confident negotiators. They will also be able to discuss, debate, and recommend strategies for resolving conflicts and contributing to social justice. Students will be assessed based upon: their preparation for negotiations; their participation in negotiations; their performance on a written mid-term examination; and their performance on a final oral examination addressing the question: “Is feminist negotiation possible?”
Offering: Host
Grading: A-F
Gen Ed Area: SBS-FGSS
Prereq: None

FGSS387 Feminist Dispute Resolution
Is feminist negotiation possible? What would egalitarian alternative dispute resolution (ADR) entail? In the first part of this course, we will study and practice traditional dispute resolution techniques. Each student will participate in two-person and multiparty mediations, arbitrations, and quasi-judicial presentations. In the second part of the course, we will study and practice feminist dispute resolution techniques, including “invitational rhetoric.” Students will then draw upon the course readings and in-class negotiation exercises to answer questions such as: Should we match dispute resolution strategies to parties’ personalities or desired outcomes? Whose conception of fairness and social good should guide our negotiation practices? Are dispute resolution techniques gendered? By the end of the course, students will be more confident negotiators. They will also be able to discuss, debate, and recommend strategies for resolving conflicts and contributing to social justice. Students will be assessed based upon: their preparation for negotiations; their participation in negotiations; their performance on a written mid-term examination; and their performance on a final oral examination addressing the question: “Is feminist negotiation possible?”
Offering: Host
Grading: A-F
Gen Ed Area: SBS-FGSS
Prereq: None

FGSS390 Politics and Society in Japanese Women’s Writing
How have some of modern Japan’s most celebrated and insightful authors responded to key events and social conditions in contemporary Japan? What sorts of perspectives have these authors brought to issues of industrial pollution, or to youth crime and social change under capitalism, or to ongoing crises in Okinawa and Fukushima? This course seeks to hear the voices of these authors—and the social actors with whom they engage—by grappling with key modern Japanese literary texts in English translation.
Offering: Host
Grading: A-F
Gen Ed Area: HA-CEAS
Identical With: EASAS, WLIT322
Prereq: None

FGSS393 The Politics of Authenticity
Is there such a thing as an authentic self? If so, can politics help us realize it? Fifty years ago, authenticity was a thriving political ideal, invoked by radical feminists, black liberation movements, gay and lesbian activists, Marxists and conservatives alike. Over the past four decades, however, political appeals to authenticity have come under heavy scrutiny. Some claim that appeals to authenticity inadvertently marginalized individuals who are not “true women,” “real blacks,” or “actual natives.” Others argue that the idea of an authentic culture can be deployed to constrain individual members of cultural minorities. Where does authenticity reside—in gender, sexuality, experience, or culture—and how do we know which one is “real”? Is it worth faulting politicians for hypocrisy if there is no such thing as a “true self”? What becomes of certain emancipatory or justice claims—such as those coming from trans-politics or multiculturalism debates—without a notion of authenticity? In this course, we will discuss what authenticity is or might be, how it has been conceptualized in political theory and contemporary social movements, and why it has become an object of widespread suspicion and continuing appeal.
Offering: Crosslisting
Grading: A-F
Gen Ed Area: SBS-GOVT
Identical With: GOVT385
Prereq: None

FGSS394 Individual Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

FGSS395 Senior Seminar
This course is a required seminar for senior FGSS majors. Structured as a workshop, the goal of this course is to develop a collaborative intellectual environment for majors to work through the theoretical, methodological, and practical concerns connected with their individual projects. Seminar topics to be examined will be based on students’ research projects, and participants are expected to engage critically, yet generously, with the projects of their peers. We begin by addressing feminist methodologies, including questions of praxis, representation, and theory. Participants are expected to lead discussions on readings relating to their own projects, submit written work on their senior research in stages (project proposal, annotated bibliography, drafts), and do class presentations.
Offering: Host
Grading: OPT
Gen Ed Area: SBS-FGSS
Prereq: None

FGSS407 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

FGSS408 Senior Tutorial (downgraded thesis)
Downgraded Senior Thesis Tutorial - Project to be arranged in consultation with the tutor. Only enrolled in through the Honors Coordinator.
Offering: Host
Grading: A-F

FGSS409 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

FGSS410 Senior Thesis Tutorial
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

FGSS411 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

FGSS412 Group Tutorial, Undergraduate
Topic to be arranged in consultation with the tutor.
Offering: Host
Grading: OPT

**FGSS419 Student Forum**
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

**FGSS420 Student Forum**
Student-run group tutorial, sponsored by a faculty member and approved by the chair of a department or program.
Offering: Host
Grading: Cr/U

**FGSS466 Education in the Field, Undergraduate**
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT

**FGSS469 Education in the Field, Undergraduate**
Students must consult with the department and class dean in advance of undertaking education in the field for approval of the nature of the responsibilities and method of evaluation.
Offering: Host
Grading: OPT
Credits: 1.00
Gen Ed Area: None
Prereq: None

**FGSS491 Teaching Apprentice Tutorial**
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT

**FGSS492 Teaching Apprentice Tutorial**
The teaching apprentice program offers undergraduate students the opportunity to assist in teaching a faculty member's course for academic credit.
Offering: Host
Grading: OPT