"So what exactly do you DO in Women’s and Gender Studies?"

Since 1982, Women’s and Gender Studies at Wellesley has been committed to teaching at the intersections of race, class, gender, sexuality, and difference. Women’s and Gender Studies examines how the lives of individual women and men are shaped by broader structural forces in both historical and contemporary contexts, for e.g., nation-building, globalization, economic developments, and the legal system. Women’s and Gender Studies continues to reflect in its curriculum and faculty research the constantly changing directions that multiple first and third world feminisms are taking today.

Here are some of the things recent Women’s and Gender Studies students have said they have learned in our classes:

For me, the most important part of this course was learning to question assumptions that I make on a regular basis. I also learned that to most accurately understand a situation, it is essential that you try to see it through the view of the person being affected and try to put away your own norms and values.

In Women’s and Gender Studies I learned to question the gendered structure of the world. I learned that both women and men have their own specific problems depending on where they live, how they view themselves, how others view them, etc.

What is the norm in one culture may not be the norm in another. Just because we are women doesn’t mean we’re all the same!

We learn about different perspectives on women’s rights.

Women’s and Gender Studies focuses on breaking down the binary system that is prevalent in most societies worldwide. It focuses on gendered stereotypes and how to look past them.

You study how political situations affect women and people’s view of women, how history affects the view of women, how nationality affects the view of women.

You learn about the struggles and achievements of women throughout history and around the world.

Women’s and Gender Studies examines the institutions that have shaped societies’ viewpoints . . .

Women’s and Gender Studies looks at feminism and other social change that has affected women.

To me, Women’s and Gender Studies provides a venue in which to explore-from myriad perspectives-the complex social realities that leads one to value the environment a women’s college can offer. The department brings together students with backgrounds in history, philosophy, political science, economics, and the physical sciences, creating a classroom dynamic unlike any other at Wellesley. Issues of women’s employment, healthcare, and social roles are considered from the angles offered by each of these different disciplines. In many ways, the Women’s and Gender
Studies Department encapsulates the liberal arts ideal, providing a classroom environment in which we can critically analyse the world in which we live. In true liberal arts fashion, Women’s and Gender Studies does this with deference to the important learning that occurs at the intersection of academic disciplines.

So, what can you "do" with a B.A. in Women’s and Gender Studies?

Here is a partial list of the kinds of things our graduates have gone on to do:

- publishing/editing
- political lobbying
- naval service
- public relations
- filmmaking
- psychology
- divinity school
- medicine
- law and social work
- business
- sales/retail
- nursing
- technical writing
- journalism
- education administration
- investment banking
- substance abuse
- counseling
- yacht club director
- software engineering
- public health/public policy
- public policy/politics
- graduate school in Women’s and Gender Studies
- consulting
- international NGO’s
- founded a hat company
Women's and Gender Studies Department Faculty
2018-2019

Professor:
   Rosanna Hertz, Chair
   Elena Creef

Associate Professor:
   Irene Mata

Adjunct Associate Professor:
   Nancy Marshall

Assistant Professor:
   Jennifer Musto
   Natali Valdez

Visiting Professor:
   Leigh Gilmore
   Emily Harrison
   Jennifer O'Donnell
FALL COURSES 2018

Elena Creef
249/CAMS241 Asian/American Women in Film
307 Geisha Robots, Cyberpunk Warriors, and Asian Futures

Leigh Gilmore
120 Introduction to Women's and Gender Studies
324 Testimony, Ethics and Life Writing

Emily Harrison
240 U.S. Public Health

Rosanna Hertz
322/SOC 322 Contemporary Reproduction

Nancy Marshall
WRIT 110/WGST 108 The Social Construction of Inequalities: Race, Gender, Class and Sexuality
217 Growing Up in a Gendered World

Irene Mata
102Y First Year Seminar: Lessons of Childhood: Representations of Difference in Children's Media
223/CAMS Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film

Jennifer Musto
205 Love and Intimacy
314 Transnational Feminisms

Jennifer O'Donnell
150 Health and Society

Natali Valdez
120 Introduction to Women's and Gender Studies
226 The Body Across Medicine, Media and Politics
SPRING COURSES 2019

Leigh Gilmore
WRIT 164 Gender Matters
225 Politics and Sexuality

Emily Harrison
302 Global Health and the Environmental Crisis

Rosanna Hertz
211/SOC 205 Modern Families and Social Inequalities: Private Lives and Public Policies

Nancy Marshall
312 Capstone Seminar: Feminist Inquiry

Irene Mata
218 Stage Left: Chicanx/Latinx Theatre and Performance
326 Crossing the Border: Narratives of Transgression

Jennifer Musto
120 Introduction to Women’s and Gender Studies
221 Gender, Race and the Carceral State

Natali Valdez
224 Feminist Ethnography
320 Race, Gender, and Science
Women’s and Gender Studies, such as the social construction of gender, standpoint theory, the importance of location and of situated knowledge
- Apply cross-cultural and global awareness to “big questions” about women and gender
- Demonstrate knowledge of the history of women’s activism and of strategies for social change
- Demonstrate understanding of methodologies used by scholars in Women’s and Gender Studies
- Construct arguments with evidence obtained from research and scholarship
- Think and write critically, engage in critical self-reflection and self-awareness, and compare different perspectives on issues
- Connect knowledge and experience, theory and activism, and learning from Women’s & Gender Studies courses with other courses

The major requires nine credits; 5 units must be taken in the Women’s and Gender Studies department. The additional 4 units may be from the department or from the list of courses for credit toward the Women’s and Gender Studies Major and Minor. In addition, other Wellesley College courses related to Women’s and Gender Studies or courses taken at other institutions may be approved to count toward the major, with the approval of the student’s major advisor.

The major requires one unit from the WGST 100-level courses; it is recommended that students start their major with this course. WRIT 164 may be counted as this 100-level course for the WGST major. Students may count one other 100-level WGST course towards their major. In addition, students are required to take two 300-level courses in WGST; one of these courses must be WGST 312, 313, or 360/370 (which count as one course for this purpose). WGST350/350H does not meet the requirement of two WGST seminars, but may be counted towards the major.

Courses at the 100 level are introductions to topics in Women’s and Gender Studies. They are taught from the perspective of each faculty member’s specialty. Courses at the 200 level are overviews to substantive areas. Courses at the 300 level provide in-depth examination of material covered in 200-level courses.

We recommend that students take a course related to data-analysis in support of their WGST major.
Capstone Experience in Women's and Gender Studies

All majors will be required to select a capstone experience, with the guidance of their advisor, from the following three options offered in 2018-19. They must declare their option by the end of their junior year.

Option 1: WGST 312 Seminar. Feminist Inquiry.

Option 2: WGST 313 (Fieldwork in Women's and Gender Studies).

Option 3: WGST 360/WGST 370 (Senior Thesis).

Option 3 is the traditional senior honors thesis, which requires two units during the senior year. See Academic Distinctions in this catalog for requirements. A thesis does not need to have an experiential component, but typically it is based on some original research. Option 2 must involve an experiential component.

Honors in Women's and Gender Studies

The only route to honors in the major is writing a thesis and passing an oral examination. To be admitted to the thesis program, a student must have a grade point average of at least 3.5 in all work in the major field above the 100 level; the department may petition on the student’s behalf if the student’s GPA in the major is between 3.0 and 3.5. See Academic Distinctions.

Advanced Placement Policy in Women’s and Gender Studies

Women’s and Gender Studies does not allow students to count AP credits toward the fulfillment of the major or minor.

<table>
<thead>
<tr>
<th>Courses for Credit Toward the Women’s and Gender Studies Major and Minor</th>
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<tr>
<td>AFR 212/ENG 279 Black Women Writers</td>
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<td>AFR 222 Black and Women in American Cinema</td>
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<td>AFR 228/PHIL 228 Black Feminist Philosophy</td>
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<td>AFR 238 Womanism</td>
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<td>AFR 244 Women &amp; Slavery in the Trans-Atlantic World</td>
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<td>AFR 249 From Mumbet to Michelle Obama: Black Women's History</td>
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<td>AFR 316/ARTH 316 Seminar: The Body: The Race and Gender in Modern and Contemporary Art</td>
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<td>AMST 274/WGST 274 Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns</td>
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<td>AMST 281/ENG 297 Rainbow Republic: American Queer Culture from Walt Whitman to Lady Gaga</td>
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<td>AMST 315 Beats, Rhymes, and Life: Hip-Hop Studies</td>
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<td>AMST 327 New Directions in Black and Latina Feminisms: Beyoncé, J-Lo, and Other Divas</td>
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<td>AMST 342 Sexualities in Whitman's America</td>
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<td>ANTH 238 The Vulnerable Body: Anthropological</td>
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<td>ARTH 230 Frank Lloyd Wright and the American Home</td>
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<td>ARTH 245 House and Home: Domestic Architecture, Interiors, and Material Life in North America, 1600-1900</td>
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<td>ARTH 309 Seminar: Spiritual Space: Modern Houses of Worship</td>
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<td>CAMS 203/CHIN 243 Chinese Cinema (in English)</td>
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<td>CAMS 229 Transnational Journeys in European Women's Filmmaking</td>
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<td>CHIN 245 Chinese Women in a Century of Revolution (In English)</td>
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<td>ECON 229 Women in the Economy</td>
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**Women's and Gender Studies Minor**

**Requirements for the Women's and Gender Studies Minor**

A minor in Women's and Gender Studies consists of five courses, of which one must be chosen from
among WGST 100, WGST 102, WGST 108 or WGST 120 and of which one must be a 300-level course (not WGST 350 or WGST 350H) offered within the department. A total of at least three courses must be taken within the Women's and Gender Studies department.

Health and Society Minor

Health and Society is a multidisciplinary field that examines human health as an eco-social phenomenon and draws principally from the humanities and social sciences. The rapid global growth of things “health” - public health, health care, health policy, and biomedical sciences and technology - in the face of growing disparities raises serious questions about the underlying social conditions that contribute to collective health and illness. Thus the intersections of gender, race, social class, sexuality, and ethnicity in a transnational and global context are central focal points in the minor. This minor is fitting for any student interested in learning about health and its social, cultural, political, ethical, environmental, and economic dimensions.

Goals for the Health and Society Minor

The Health and Society minor seeks to educate students to:

• Understand historical and current collective efforts to improve health
• Introduce students to the multiple social determinants of health and their complex interactions
• Examine how gender, race, class, sexuality, age, and ability shape health, illness, healing, and health care

• Analyze how health problems are defined and how strategies for improved health are selected and implemented.

*The minor is open to students in any major at the College. WGST majors may complete the Health and Society minor so long as no single course counts toward both the major and the minor.

Requirements for the Health and Society Minor

The Health and Society minor consists of five units:

1. WGST 150 Health and Society. This required introductory course is optimally taken before other courses in the Minor.

2. Four 200 level (or higher) electives from the list of Courses Approved for Credit toward the Health and Society minor.

• At least one of the four electives must be in the WGST Department.

• At least one must be a 300 level elective *Students wishing to count a non-Wellesley course toward the Health and Society minor must petition the Program Director prior to course enrollment.

Courses Approved for Credit Toward the Health and Society Minor

The following courses may be counted as electives for the Health and Society minor. Note that some 200- and 300-level courses have prerequisites that do not count toward the minor.

AFR 226 Environmental Justice, "Race," and Sustainable Development

AFR 297 Medical Anthropology: A

ANTH 238 The Vulnerable Body: Anthropological Understandings

ANTH 251 Cultures of Cancer

ANTH 274 Anthropolical Genetics

ANTH 314 Human Biology and Society

ECON 232 Health Economics

ECON 332 Advanced Health Economics

GEOS 201/ES 201 Environmental, Health, and Sustainability Sciences with Laboratory

PE 205 Sports Medicine-Lower Extremity

PE 206 Sports Medicine-Upper Extremity

PHIL 249 Medical Ethics

POLI 317 Health Politics and Policy

REL 235/ANTH 234 Religion, Healing, and Medicine

REL 236/ANTH 236 Divine Madness: Dreams, Visions, Hallucinations

SOC 241/AMST 241 A Nation in Therapy

SOC 314 Global Health and Social Epidemiology

WGST 226 The Body Across Medicine, Media, and Politics
WGST 240/PEAC 240
WGST 302 Global Health and the Environmental Crisis
WGST 320 Seminar: Race, Gender, and Science
WGST 322/SOC 322 Contemporary Reproduction

Either PE 205 or PE 206 counts towards the Minor but not both.

WGST Women's and Gender Studies

WGST 100Y - First-Year Seminar: The Body: From Reproduction to Fashion (1.0)

This course explores the ways in which the body, as a reflection and construction of the self, is tied to social and political relations. The body is also a surface upon which we inscribe cultural norms. Through this examination of the role that our bodies play in daily life we will delve into the study of gender, sexuality and power. We focus on three major areas: (1) the medicalization of bodies (such as abortion and infertility); (2) the discipline of bodies (cosmetic surgery, fitness); and (3) the use of the body as a vehicle for performance, self-expression, and identity (drag queens, fashion, sports). Throughout the course we will look at how ideas about bodies are transported across national borders and social, sexual, and class hierarchies.

Instructor: Hertz

Prerequisite: None. Open to first-year students only.
Distribution: SBA
Term(s): Not Offered
No letter grade. Ann E. Maurer ’51 Speaking Intensive Course

WGST 102Y - First-Year Seminar: Lessons of Childhood: Representations of Difference in Children’s Media (1.0)

From Disney films to Nickelodeon cartoons to Newberry award-winning texts, popular children’s media offers us the opportunity to analyze how complex issues of identity are represented in cultural productions aimed at a young audience. This course takes as a site of analysis media aimed at children to investigate the lessons imparted and ideologies circulate in popular films and books. How is class drawn in Lady and the Tramp? What are politics of language at play in Moana? What are the sounds of masculinity in Beauty and the Beast? How does Mulan construct gender, race, and militarism? Using an intersectional frame of analysis, we will trace popular tropes, identify images of resistance, and map out the more popular messages children receive about difference in our world.

Instructor: Gilmore, Musto, Valdez
Prerequisite: None
Distribution: LL; SBA
Term(s): Fall; Spring; Summer II

WGST 121 - Reading Elvis Presley and 1950s America (1.0)

Some have argued that Elvis Presley was the greatest cultural force in twentieth-century America. This course will consider the early career of Elvis Presley as a unique window for the study of race, class, gender, and heteronormative sexuality in postwar popular American culture. Specifically, we will look at the blending of African American and other forms of musical style in Presley’s music, the representation of masculinity and sexuality across a sampling of his films and television performances, and key cultural film texts from the 1950s, and we will
end by evaluating Presley's lasting impact as a unique icon in American cultural history.

Instructor: Creef
Prerequisite: None
Distribution: ARS
Term(s): Not Offered

**WRIT 110-WGST 108 Social Construction of Inequalities: Race, Gender, Class and Sexuality (1.0)**

This course discusses the social construction – through social interactions and within social institutions – of gender, race, social class and sexuality, with an emphasis on the ways in which gender intersects with race, class, and sexuality. The processes and mechanisms that construct and institutionalize inequalities will be considered in a variety of contexts, including political, economic, educational, and cultural.

Instructor: Marshall
Prerequisite: None. Open only to first-year students.
Distribution: SBA; W
Term(s): Fall

This course satisfies the First-Year Writing requirement and counts as an introductory course toward the major in Women's and Gender Studies. Includes a third session each week.

**WGST 150 - Health and Society (1.0)**

This multidisciplinary introduction to health and society is a critical examination of diverse understandings of health, illness, healing, and health care operating in the contemporary United States with an emphasis on community and societal health. We investigate health status and the determinants of health with particular attention to the social inequities underlying health and health care disparities at the intersections of gender, race, class, sexuality, age, and ability. Other key subjects include how health problems are defined; various strategies for improved health, the current public health and health care systems in historical perspective, "health justice" and rights to health/health care, the roles of government and private players in the production of health, and selected health topics.

Instructor: O'Donnell
Prerequisite: None.
Distribution: SBA
Term(s): Fall

**WGST 205 - Love and Intimacy: A Cross-Cultural Perspective (1.0)**

This course explores love and intimacy in transnational context. In this course, we will examine the systems of meaning and practices that have evolved around notions of love and intimacy and investigate their broader political significance. We will further explore how love and intimacy are linked to economics, consumption practices, structural inequalities, disruptive technologies, and shifting ideas about subjectivity. If we accept that love, intimacy, and sexuality are socially constructed, how much agency do we exercise in whom we love and desire? How and in what ways do our experiences and expectations of love and intimacy shift as a result of economic arrangements, mobility, and technology? Finally, what, if any, ethical frameworks should mediate our intimate connections, desires, and labor with others?

Instructor: Musto
Prerequisite: One WGST course or permission of the instructor
Distribution: SBA
Term(s): Fall

**WGST 211 - Modern Families and Social Inequalities: Private Lives and Public Policies (1.0)**

Feminist scholarship demonstrates that family life is embedded in race, class, gender, sexuality and other social structures that shape our understanding and experience of the social world. In 2015 same-sex marriage became U.S. federal law, but at the same time fewer people are marrying, more are living together and there is a growing number of people who live alone. Further, government involvement and social policies are not distributed equally. Issues to be covered include: welfare to work programs (teen moms and baby daddies), work/family crises of those who are "getting by" and those at the top who argue for family "rights", the gap in cultural capital between working class or immigrant children and those in the upper classes, the rise in donor conceived families and surrogates to create same-sex or single-parent families and the ethical meaning of "borrowing body parts" and finally why people are forgoing families and living alone.

Instructor: Hertz
Prerequisite: Open to Juniors, Sophomores and First Years. Seniors by permission.
Cross-Listed as: SOC 205
Distribution: SBA
Term(s): Spring
WGST 215 - Gender Equality and Sexualities in Denmark and Sweden: Local Policies and Transnational Markets (1.0)
Feminist scholars have long recognized Denmark and Sweden as among the most gender equal, sexually progressive countries in the world. Bolstered by a strong welfare state and egalitarian values, Sweden and Denmark have been held up as prototypes for their cultivation of gender inclusive policies. The course will cover a range of topics, including sexual and reproductive markets, sex education, and changing configurations of family. We will also examine how both countries’ welfare states are influenced by markets and consider the extent to which national legislation in a moment of heightened mobility and globalization is equipped to transform societal norms, promote gender equality, and foster sexual freedom and reproductive justice.

Instructor: Hertz and Musto
Prerequisite: None
Distribution: SBA
Term(s): Not Offered

WGST 217 - Growing Up in a Gendered World (1.0)
This course focuses on childhood and the teen years in the United States. How is gender socially constructed in childhood and adolescence? What are the experiences of children and teens in families, schools, and peer groups that contribute to that process? What is the relationship between pop culture and the gendered lives of children and teens? How does gendering vary by race/ethnicity and social class? We will explore the core issues in the field, including the importance of including the voices of children and teens, the ways in which gender is constructed in social interactions, and the intersections of gender, sexuality and peer status.

Instructor: Marshall
Prerequisite: None
Distribution: SBA
Term(s): Fall

WGST 218 - Stage Left: Chicanx/Latinx Theatre and Performance (1.0)
This course serves as an introduction to Chicanx/Latinx theatre and performance and the role that class, race, gender, and sexuality play in constructing identity on the stage. We will examine how members of the Chicanx/Latinx community—individuals often marginalized from mainstream theatre productions—employ the public stage as a space for self-expression and resistance. Through an analysis of plays and theatre/performance scholarship, we will identify common themes and important differences in the various productions. We will further consider how community, citizenship, and notions of belonging manifest themselves on the public arena of the stage. We will begin by studying the role of theatre in the social justice movements of the 1960s and trace the changes that Chicanx/Latinx theatre and performance have undergone in subsequent years.

Instructor: Mata
Prerequisite: None
Distribution: ARS; SBA
Term(s): Spring

WGST 219 - Gender in the Workplace (1.0)
This course explores the experiences of women and men in the changing U.S. workplace. The course will address key issues related to gender, race and class in the workplace, with a focus on the social organization of work—the nature of work, division of labor, social inequality—and its consequences for women and men; and gendered organizations and
processes of gender discrimination, including sexual harassment.

Instructor: Marshall
Prerequisite: WGST 108, WGST 120, WGST 222, or SOC 102.
Distribution: SBA
Term(s): Not Offered

WGST 220 - American Health Care History in Gender, Race, and Class Perspective (1.0)
Traditional American medical history has emphasized the march of science and the ideas of the "great doctors" in the progressive improvement in American medical care. In this course, we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the United States. We will ask how gender, race, class, and sexuality have affected the kind of care developed, its differential delivery, and the problems and issues addressed.

Prerequisite: WGST 108, WGST 120, or WGST 222, or by permission of the instructor.
Distribution: HS
Term(s): Not Offered

WGST 221 - Gender, Race, and the Carceral State (1.0)
What is the carceral state? What do girls, women, and transgender individuals’ experiences of policing and punishment in 21st century America reveal about its shifting dimensions? Despite public concerns about mass incarceration in the United States and calls for criminal justice reform, mainstream commentators rarely account for the gendered, racialized, and class dimensions of punishment, nor address the growing ranks of girls, women, poor and gender nonconforming individuals that experience carceral control and oversight. Interdisciplinary in scope, this course critically examines how race, gender, sexuality and class intersect and shape people’s experience with systems of punishment and control. It further explores the economic, social, and political factors that have influenced the development of the contemporary American carceral state and scholarly, activist, and artistic responses to it.

Instructor: Musto
Prerequisite: WGST 120 or at least one WGST course, or permission from the instructor
Distribution: SBA
Term(s): Spring

WGST 222 - Gender and Sexuality in Contemporary American Society (1.0)
Drawing upon feminist, queer, and social science theories of gender and sexuality, this course will examine transformations in the lives of cisgender and transgender people in a contemporary U.S. context. Particular emphasis will be placed on technology, inequality, and activist and scholarly agitations for social justice. Questions we will explore include: To what extent are categories of gender, sexuality, race and class socially constructed? How have our understandings of these categories shifted across time and space? How do networked and mobile technologies shape identities and alter individuals’ understanding and performance of gender, sexuality, race and class? Finally, how are carceral politics, border policies, precarious labor arrangements and surveillance practices, among other topics, shaped by race, gender, sexuality, class and citizenship and to what extent are these intersecting positionalities leveraged in building movements for justice?

Instructor: Musto
Prerequisite: None
Distribution: SBA
Term(s): Not Offered

WGST 223 - Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film (1.0)
The history of Chicanxs and Latinxs on the big screen is a long and complicated one. To understand the changes that have occurred in the representation of Chicanxs/Latinxs, this course proposes an analysis of films that traces various stereotypes to examine how those images have been perpetuated, altered, and ultimately resisted. From the Anglicizing of names to the erasure of racial backgrounds, the ways in which Chicanxs and Latinxs are represented has been contingent on ideologies of race, gender, class, and sexuality. We will be examining how films have typecast Chicanas/Latinas as criminals or as "exotic" based on their status as women of color, and how Chicano/Latino filmmakers continue the practice of casting Chicanas/Latinas solely as supporting characters to male protagonists.
Instructor: Mata
Prerequisite: None
Cross-Listed as: CAMS 240
Distribution: ARS
Term(s): Fall
WGST 224 - Feminist Ethnography (1.0)
What are ethnographic methods? And what is feminist ethnography? This course addresses these questions by exploring the method of ethnography from a feminist perspective. The class grounds ethnographic methods in anthropology and explores examples from across the social sciences. The readings for the class explore topics of engaged research and feminist politics of knowledge production. The course focuses on situating ethnographic methods within feminist epistemologies, learning and doing ethnographic methods, and critically examining ethnographic examples by attending to race, gender, and power. Students will have an opportunity to do research interviews and participant observation. The final project will require students to do their own ethnographic project.

Instructor: Valdez
Prerequisite: None
Distribution: SBA
Term(s): Spring

WGST 226 - The Body Across Medicine, Media, and Politics (1.0)
This course will offer a critical representation of bodies across medicine, media and politics. We will use a social constructionist approach to examine how different bodies are shaped and configured in relation to race, ethnicity, gender, sexuality, and power. The class examines how social values can have material and physiological effects on bodies and in turn how bodies reflect social values. This course will help students understand the complexities around eating disorders, health at every size, sexual objectification in the media, body image, and reproductive health. While the class focuses primarily on examples in the U.S., we will include some cross-cultural examples that reveal how bodies change through social and historical forces.

Instructor: Valdez
Prerequisite: None
Distribution: SBA
Term(s): Fall

WGST 240 - U.S. Public Health (1.0)
A quarter century ago the Institute of Medicine defined the work of public health as "what we as a society do collectively to assure the conditions in which people can be healthy." Historically rooted in a commitment to social justice, U.S. public health is now renewing this commitment through 1) an epidemiological shift to examine the social, economic, and political inequities that create disparate health and disease patterns by gender, class, race, sexual identity, citizenship, etc., and 2) a corresponding health equity movement in public health practice. This broad-ranging course examines the debates shaping the above as well as the moral and legal groundings of public health, basic epidemiology, and the roles of public and private actors. Highlighted health topics vary year to year.

Instructor: Harrison
Prerequisite: Open to sophomores, juniors and seniors or permission of the instructor.
Cross-Listed as: PEAC 240
Distribution: SBA
Term(s): Fall

WGST 249 - Asian American Women in Film (1.0)
This course will serve as an introduction to representations of Asian/American women in film beginning with silent classics and ending with contemporary social media. In the first half of the course, we examine the legacy of Orientalism, the politics of interracial romance, the phenomenon of "yellow face", and
the different constructions of Asian American femininity, masculinity, and sexuality. In the second half of the course, we look at "Asian American cinema" where our focus will be on contemporary works, drawing upon critical materials from film theory, feminist studies, Asian American studies, history, and cultural studies.

Instructor: Creef
Prerequisite: None
Cross-Listed as: CAMS 241
Distribution: ARS
Term(s): Fall

**WGST 250 - Research or Individual Study (1.0)**

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

**WGST 250H - Research or Individual Study (0.5)**

Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

**WGST 274 - Rainbow Cowboys (and Girls): Gender, Race, Class, and Sexuality in Westerns (1.0)**

Westerns, a complex category that includes not only films but also novels, photographs, paintings, and many forms of popular culture, have articulated crucial mythologies of American culture from the nineteenth century to the present. From Theodore Roosevelt to the Lone Ranger, myths of the Trans-Mississippi West have asserted iconic definitions of American masculinity and rugged individualism. Yet as a flexible, ever-changing genre, Westerns have challenged, revised, and subverted American concepts of gender and sexuality. Westerns have also struggled to explain a dynamic and conflictive "borderlands" among Native Americans, Anglos, Latinos, Blacks, and Asians. This team-taught, interdisciplinary course will investigate Westerns in multiple forms, studying their representations of the diverse spaces and places of the American West and its rich, complicated, and debated history.

Instructor: Creef, Fisher (American Studies)
Prerequisite: None
Cross-Listed as: AMST 274
Distribution: LL; ARS
Term(s): Not Offered

**WGST 302: Global Health and the Environmental Crisis**

Social understandings of the relationship between human health and the environment are visible and malleable in moments of crisis, from industrial disasters, weather-related catastrophes, and political conflict, to as everyday events like childbirth and routine sickness. But these understandings vary dramatically across time and community. This course addresses the complex dynamics at work in the representations of and responses to health and the environment that emerge during moments of crisis. By studying the way these constructions are shaped by social, political, technological, and moral contexts, we will analyze the role of nature, knowledge, ethics and power in such contemporary problems as human migration, hunger, debility, and disease. The class will together consider the meaning of crisis and how it is shaped by social systems such as gender, sexuality, ability, class, and race.

Instructor: Harrison
Prerequisite: Open to Juniors or Seniors who have taken WGST 108 or WGST 120, and one health related course, or by permission of instructor.
Distribution: SBA
Term(s): Spring

**WGST 305 - Seminar: Representations of Women, Natives, and Others (1.0)**

A feminist cultural studies approach to the representation of race, class, gender and sexuality in film, photography, and art featuring Native Americans. This course examines the longstanding legacy of the Hollywood Western and its depiction of "reel injuns" before exploring the rich history of Native American self-representation and visual sovereignty in film and culture.

Instructor: Creef
Prerequisite: None
Distribution: LL; ARS
Term(s): Not Offered

**WGST 306 - Seminar: Women Leaders at Work (1.0)**

More women leaders are in work settings and public office than any prior point in history. However, the fraction of women who are CEOs, board members of major corporations, heads of state and elected representatives in global assemblies remains shockingly small by comparison to the sheer numbers of women workers, consumers, and family decision makers. This course will examine the way that gender, race, and class shape women's access to positions of leadership and power at work. Questions to be considered
include: (1) Why are there so few women leaders in work settings? (2) What can we learn about leadership from women who have achieved it? Four modules for the course are (1) Strategies developed by women who lead; (2) Efforts to achieve parity through policies, e.g., glass ceilings, affirmative action; (3) Tensions between work, family and carework; and (4) Profiles of Productive Rule Breakers. Students will research women leaders in all sectors and countries.

Instructor: Hertz
Prerequisite: Open to sophomores, juniors and seniors. Priority will go to Sociology or WGST majors and minors.
Cross-Listed as: SOC 306
Distribution: SBA
Term(s): Not Offered

WGST 307 - Seminar: Geisha Robots, Cyberpunk Warriors, and Asian Futures (1.0)
This course examines Techno-Orientalism as a global science fiction genre in literature, film, and social media to understand the broad historical and social formations of Otherness, Aliens, Citizenship, and Immigration. We also study racial assumptions in popular culture, discourses of the human and human rights, and science and technology industries. Finally, we also interrogate the intersections of race, gender, sexuality, class, and geopolitical divisions and interactions in Asian/American Studies and Postcolonial Studies from the past to the present.

Instructor: Creef

Prerequisite: One WGST course or one CAMS course, or permission of the instructor.
Distribution: LL; ARS
Term(s): Fall

WGST 310 - Health Activism (1.0)
The rise of voluntary associations, NGOs (nongovernmental organizations), foundations, politicized health care practitioners, and embodied health movements have transformed the focus, research priorities, and organization of health care and medicine across the globe. This seminar will explore how historically differing stakeholders have transformed the shape and delivery of health care, making what was once believed to be just the domain of physicians into a political sphere. Special attention will be paid to infectious diseases, transnational women’s health movement, HIV/AIDS, and gay/lesbian/transgender health care issues.

Prerequisite: WGST 220, WGST 214, WGST 240, or WGST 340 or permission of the instructor.
Distribution: HS
Term(s): Not Offered

WGST 311 - Seminar: Families, Gender, the State, and Social Policies (1.0)
This course examines the politics facing contemporary U.S. families and potential policy directions at the State and Federal Levels. Discussion of the transformation of American families including changing economic and social expectations for parents, inequality between spouses, choices women make about children and employment, daycare and familial care giving, welfare and underemployment, and new American dreams will be explored. Changing policies regarding welfare and teen pregnancy will also be examined as part of government incentives to promote self-sufficient families. Expanding family (i.e. single mothers by choice, lesbian/gay/trans families) through the use of new reproductive technologies is emphasized as examples of legislative reform and the confusion surrounding genetic and social kinship is explored. Comparisons to other contemporary societies will serve as foils for particular analyses. Students will learn several types of research methodologies through course assignments. Student groups will also produce an original social policy case.

Instructor: Hertz
Prerequisite: Open to sophomores, juniors and seniors. Priority will go to Sociology or WGST majors and minors.
Cross-Listed as: SOC 311
Distribution: SBA
Term(s): Not Offered

WGST 312 - Capstone Seminar: Feminist Inquiry (1.0)
This is a multidisciplinary roundtable that aims to provide a forum for students and faculty to explore and discuss the different narratives, approaches, and methodologies of feminist scholarship. Faculty and guest speakers from a range of disciplines will join students to jointly interrogate the history, present, and future of feminist theory and feminist practice. The capstone is designed to facilitate the integration of learning from prior WGST coursework by investigating
common themes and differences, propelling students to find their own voice amidst the diversity of feminist thought and approaches.

Instructor: Marshall
Prerequisite: Open to WGST seniors and WGST juniors/minors or by permission of the instructor.
Distribution: SBA
Term(s): Spring

WGST 313 - Fieldwork in Women's and Gender Studies (1.0)
This is a supervised, independent fieldwork project resulting in a research paper, documentary, policy initiative, creative arts presentation, or other research product. This project, developed in conjunction with a WGST faculty member, will have a significant experiential component focusing on women's lives and/or gender. Students may (1) work in an organization, (2) work with activists or policy makers on social change issues or social policy issues, or (3) design their own fieldwork experience.

Instructor: Staff
Prerequisite: Open to majors or minors only. Permission of the instructor required.
Distribution: SBA
Term(s): Fall; Spring

WGST 314 - Seminar: Transnational Feminisms (1.0)
This seminar is structured as a critical engagement of transnational feminism(s) in a global context. In this course, we will explore how neoliberal globalization, human rights discourses, and an intersecting array of complexes— including those of a humanitarian, non-profit, and prison industrial variety - dually shape and constrain agitations for justice across national, political, and technological borders and boundaries. We will further track how and in what ways ideas about different feminism(s), women's, LGBTQ, transgender and human, and paradigms of justice travel across borders, shape systems of response, and promote and/or ameliorate the vulnerability and life opportunities of particular bodies located within particular geopolitical contexts.

Instructor: Musto
Prerequisite: Open to juniors and seniors who have taken any course on gender, race, or sexuality.
Distribution: SBA
Term(s): Fall

WGST 320 - Seminar: Race, Gender, and Science (1.0)
This seminar examines the production of scientific knowledge with an attention to race, gender, and power. Students will be introduced to the interdisciplinary field of feminist Science Studies which is guided by questions of women in science; racial and gendered biases in science; and feminist epistemologies. The course is organized into three parts. Part I explores the history and theories of feminist science studies. We also explore how modern science was (and at times still is) used to classify human difference across race and gender. Part II focuses on feminist examinations of biology, biomedical research, stem cell research, physics, and post-genomics. Finally, in Part III, the class explores feminist science fiction novels as a way to explore how science shapes social worlds.

Instructor: Valdez
Prerequisite: One WGST Course or one 200 level STEM course.
Distribution: SBA
Term(s): Spring

WGST 322 - Seminar: Contemporary Reproduction (1.0)
This course focuses on the politics of human reproduction which is inextricably linked with nation states, as well as cultural norms and expectations. Reproductive issues and debates serve as proxies for more fundamental questions about the intersecting inequalities of citizenship, gender, race, class, disability and sexuality. What does reproductive justice look like? We will discuss how the marketplace, medical technologies and the law are critical to creating social hierarchies that are produced, resisted and transformed. We ask: Why is access critical to control for the use of fertility technologies (both pre- and during pregnancy), gamete purchase, egg freezing? How is each accomplished and by whom? How are new technologies in reproduction coupled with the global marketplace creating a social hierarchy between people (e.g. gamete donors, gestational carriers). Finally, what is the relationship between the commercialization of reproduction and the creation of new intimacies and forms of kinship? The course emphasizes both empirical research situated in the U.S. and research involving transnational flows.

Instructor: Hertz
Prerequisite: One WGST or Sociology course, preferably WGST
211, SOC 205, WGST 205, SOC 209 or permission of instructor.
Cross-Listed as: SOC 322
Distribution: SBA
Term(s): Fall

WGST 324 - Seminar: Testimony, Ethics, and Life Writing (1.0)
When women bear witness to their own experiences, they do so in complex contexts in which they must negotiate considerable challenges to their authority. How can autobiography provide women with an adequate vehicle for self representation and truth telling? How can it also be a means for self transformation and creative innovation? Analysis of methodological and theoretical implications of studying women's testimony, memoir, graphic memoir, and hybrid forms. Authors include: Audre Lorde, Rigoberta Menchu, Adrienne Rich, Patricia J. Williams, Anita Hill, Phoebe Gloekner, and Jamaica Kincaid.

Instructor: Gilmore
Prerequisite: WGST 120 and one 200 or 300 level course in WGST.
Distribution: LL
Term(s): Fall

WGST 326 - Seminar: Crossing the Border(s): Narratives of Transgression (1.0)
This course examines literatures that challenge the construction of borders, be they physical, ideological, or metaphoric. The theorizing of the border, as more than just a material construct used to demarcate national boundaries, has had a profound impact on the ways in which Chicana/Latinas have written about the issue of identity and subject formation. We will examine how the roles of women are constructed to benefit racial and gender hierarchies through the policing of borders and behaviors. In refusing to conform to gender roles or hegemonic ideas about race or sexuality, the Chicana and Latina writers being discussed in the course illustrate the necessity of crossing the constructed boundaries of identity being imposed by the community and the greater national culture.
Instructor: Mata
Prerequisite: WGST 108 or WGST 120 and a 200-level WGST course, or by permission of the instructor.
Distribution: LL
Term(s): Spring

WGST 350 - Research or Individual Study (1.0)
Prerequisite: Permission of the instructor. Open to juniors and seniors.
Distribution: None
Term(s): Fall; Spring

WGST 350H - Research or Individual Study (0.5)
Prerequisite: Permission of the instructor.
Distribution: None
Term(s): Fall; Spring

WGST 360 - Senior Thesis Research (1.0)
Prerequisite: Permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.

WGST 370 - Senior Thesis (1.0)
Prerequisite: WGST 360 and permission of the department.
Distribution: None
Term(s): Fall; Spring
Students enroll in Senior Thesis Research (360) in the first semester and carry out independent work under the supervision of a faculty member. If sufficient progress is made, students may continue with Senior Thesis (370) in the second semester.
Wellesley College
Women’s and Gender Studies Department
Founders Hall, Room 422
106 Central Street
Wellesley, MA 02481

Telephone: 781-283-2538
Fax: 781-283-3630

www.wellesley.edu/wgst