Women’s and Gender Studies

Women’s and Gender Studies is an interdisciplinary field that places gender and its intersections with race, social class, sexuality, and ethnicity at the center of rigorous academic inquiry. These structural forces shape the individual and collective lives of all persons across diverse cultures and times, as well as provide analytical categories for critically examining the worlds in which we live in historical, contemporary, and transnational contexts. The Women’s and Gender Studies major draws particular attention to the lives and experiences of women and girls via the critical scholarship of the humanities, sciences, and social sciences. Department faculty endeavor to provide intellectually rich, student-centered learning environments via limited class sizes, collaborative research opportunities, and summer internship support. Our research and teaching cover a variety of theoretical and empirical scholarship both within traditional disciplines and in interdisciplinary frames in the humanities, the social sciences, and the natural sciences, as well as combinations of the three. The Department is committed to providing a rigorous intellectual experience for undergraduate students who choose to study gender and sexuality in a women’s college.

Women’s and Gender Studies Major

Learning Objectives for the Women’s & Gender Studies Major

By their senior year, students majoring in Women’s & Gender Studies will:

- Demonstrate understanding of the social and historical constructions of sex and gender, shifting definitions of the meaning of “woman,” and why debates about definitions matter
- Use gender as a category of analysis in their own writing
- Be able to explain the intersectionality of race, class, gender, ethnicity, and sexuality and the interlocking systems of privilege, oppression, and opportunities. They will also be able to explain how structural changes and historical moments intersect with individual lives
- Demonstrate understanding of common theories used in Women’s and Gender Studies, such as the social construction of gender, the importance of location and of situated knowledge
- Cultivate cross-cultural awareness and apply insights to “big questions” about women and gender globally
- 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

Requirements for the Women’s and Gender Studies Major

Student entering in Fall 2019 and beyond
Minimum major is 9 units; one unit must be taken at the 100 level (120 or 102). In addition, two units must be taken at the 300 level.

Of these 9 course units:
- A minimum of 6 units must be taken in the Women’s and Gender Studies department
- A maximum of 3 units may be taken outside the department (including the list of courses for credit toward the Women’s and Gender Studies Major and Minor, transfer courses taken at other institutions and pre-approved by the Chair and other Wellesley courses not included in the list of courses for credit and pre-approved by the major advisor)
- A minimum of 4 units must be approved to count within the student’s selected area of concentration.

WGST Concentrations and the courses that fulfill them are listed below:

Students may select from the following concentrations:

- Representations, Media, and Race
- Feminist Science, Health and Technology
- Labor, Families, and the State
- Transnational Feminism(s) in Global Contexts
- Self-designed concentration (in consultation with and approved by the advisor).

2 300-level courses are required. One course must be a capstone selected from the following list of options:

Option 1: WGST 313 (Fieldwork in Women’s and Gender Studies).
Option 2: WGST 360/WGST 370 (Senior Thesis)
Option 3: A 300-level taken within the Women’s and Gender Studies department that is approved to count toward the student’s area of concentration (courses pre-approved to count toward the concentration are on the department’s website).

- (Required) Students who are interested in either 313 or 360/370 must have taken 1 course that includes a focus on methodologies and analytic techniques including data analysis prior to the start of their independent projects (selected in consultation with the advisor).
About Courses:
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 of substantive areas. Courses at the 300 level provide in-depth examination of material covered in 200-level courses.

Methods:
Women’s and Gender Studies scholars use a broad range of methodologies and analytic techniques in their work. Majors may meet the “methodologies” learning objective through one or more courses in the Women’s and Gender Studies department; consult with your advisor about recommendations for specific courses.

Honors in Women’s and Gender Studies
There are two routes to honors in the major. Under Program I, a student completes two semesters of independent research (WGST 360 and 370) culminating in an honors thesis. Under Program II, a student completes one semester of fieldwork or independent research (WGST 313) related to previous 300-level course work, writes a formal paper, and then submits to an examination that includes both topics covered in the general area of Women’s and Gender Studies and also one that is related to the 313 project. Honors may only be undertaken in the senior year. To be admitted to the WGST honors 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.

If a student is a rising junior and is interested in either a WGST 360/WGST 370 (senior thesis) or in a WGST 313 honors they must have their paperwork, including a proposal, into the department by April 20, 2023. Students applying for honors should see their WGST advisor for specific preparation and proposal guidelines.

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.

Women’s and Gender Studies Concentrations***
Beginning with the students entering in Fall 2019 each major should select a concentration; Four courses must be taken from the list of courses in that concentration. Concentrations include:

Representations, Media, and Race. Courses in this concentration address various forms of representation, with an emphasis on media and representations of race. Courses variously address how complex issues of identity are represented across cultural productions and cultural icons. Courses encourage students to critically read cultural productions, trace popular
tropes as well as images of resistance, and consider historical contexts of current representations. 
Skills emphasized include critical analysis, discourse analysis, feminist theories of representation, comparative race and ethnic studies analysis, film and media studies, narrative studies, field-specific writing.

**Feminist Science, Health and Reproductive Justice.** Courses in this concentration examine science and technology drawing on feminist theory. Courses variously examine racial and gendered biases in science and technology; the representation of bodies across medicine, media and politics; how bodies are shaped in relation to race, ethnicity, gender, sexuality, technology, and power; social, economic and political inequalities underlying health and health care disparities; and health/reproductive justice, rights and equity movements. Skills emphasized include feminist theories, methodological emphasis on empirical data, digital media and data literacy, field-specific writing.

**Labor, Families, and the State.** Courses in this concentration address various forms of labor, including paid labor in the marketplace as well as invisible or undervalued forms of labor, such as sex work, domestic work and care work in families. Courses variously explore the ways that labor, family life, immigration, sexuality, motherhood practices and new family forms are socially constructed through government and social policies, economics, sexual and reproductive markets, structural inequalities, kinship, violence, law, and technologies. Skills emphasized include feminist theories, the analysis of micro and macro level empirical data including in-depth interviews, field-specific writing.

**Transnational Feminism(s), Global Contexts.** Courses in this concentration engage critically with a variety of transnational and global discourses on a range of topics that cross national, political and technological boundaries. Courses explore immigration, borders, and citizenship, and examine how global inequalities and ideas about gender, racial, sexual and economic justice travel across borders. Skills emphasized include engagement with transnational feminist theory, the intersections of gender, sexuality, race, nationality, and globalization, collaboration as a feminist method, field-specific writing.

**Courses for Credit Toward the Women's and Gender Studies Major and Minor**
- AFR 212 / ENG 279 Black Women Writers 1.0
- AFR 227 / EDUC 227 Black Girlhood 1.0
- AMST 383 / ENG 383 Women in Love: American Literature, Art, Photography, Film 1.0
- ANTH 238 The Vulnerable Body: Anthropological Understandings 1.0
- ARTH 230 Frank Lloyd Wright and the American Home 1.0
- ARTH 245 House and Home: Domestic Architecture, Interiors, and Material Life in North America, 1600-1900 1.0
- ARTH 309 Seminar: Spiritual Space: Modern Houses of Worship 1.0
- ARTH 325 Seminar: Strong Women in Renaissance and Baroque Italy 1.0
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ARTH 339</td>
<td>Seminar: Who Was Frida Kahlo?</td>
<td>1.0</td>
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<tr>
<td>CAMS 203 / CHIN 243</td>
<td>Chinese Cinema (in English)</td>
<td>1.0</td>
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<td>CHIN 245</td>
<td>Chinese Women in a Century of Revolution (In English)</td>
<td>1.0</td>
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<td>CLCV 213</td>
<td>Gender in Antiquity</td>
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<td>ECON 229</td>
<td>Women in the Economy</td>
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<td>EDUC 214</td>
<td>Reimagining Youth: Exploring the Role of Family, Community and Society</td>
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<td>ENG 272</td>
<td>The Nineteenth-Century Novel</td>
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<td>ENG 294</td>
<td>Writing AIDS, 1981-Present</td>
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<td>ENG 346</td>
<td>George Eliot and Her Readers</td>
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<td>ENG 357</td>
<td>The World of Emily Dickinson</td>
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<td>ENG 387</td>
<td>Authors</td>
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<td>FREN 323</td>
<td>Liberty, Equality, Sexualities: How the Values of the French Republic Have Both Protected and Limited Sexual Freedom</td>
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<td>HIST 293</td>
<td>Changing Gender Constructions in the Modern Middle East</td>
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<td>ITAS 210</td>
<td>Queer Italy: LGBTQ and Culture in Italy from Dante to Pasolini and Beyond</td>
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<td>ITAS 274</td>
<td>Women in Love: Portraits of Female Desire in Italian Culture</td>
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<td>JPN 353 / THST 353</td>
<td>Lady Murasaki and The Tale of Genji (in English)</td>
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<td>KOR 256</td>
<td>Gender and Language in Modern Korean Culture (in English)</td>
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<td>MUS 222</td>
<td>Music, Gender, and Sexuality</td>
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<td>MUS 224 / REL 224</td>
<td>Hildegard of Bingen</td>
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<td>MUS 322</td>
<td>Music, Gender, and Sexuality</td>
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<td>PEAC 205 / POL3 236</td>
<td>Gender, War and Peacebuilding</td>
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<td>PHIL 218</td>
<td>Feminist Philosophy of Science</td>
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<td>POL1 324</td>
<td>Seminar: Gender and Law</td>
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<td>POL2 367</td>
<td>Women and Gender in Middle Eastern Politics</td>
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<td>POL4 344</td>
<td>Seminar: Feminist Theory from the Margins</td>
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<td>REL 106</td>
<td>Queer Bible</td>
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<td>REL 225</td>
<td>Women in Christianity</td>
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<td>REL 226</td>
<td>The Virgin Mary</td>
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<td>REL 243</td>
<td>Women in the Biblical World</td>
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<td>REL 323</td>
<td>Seminar: Feminist, Womanist, Latina, and LGBT Theologies</td>
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<tr>
<td>SOC 209</td>
<td>Social Inequality: Race, Class and Gender</td>
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<td>SOC 315</td>
<td>Intersectionality at Work</td>
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<td>SOC 308</td>
<td>Children in Society</td>
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<tr>
<td>SPAN 263</td>
<td>Women's Art and Activism in Latin America</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.

The Health and Society minor is no longer offered; however, students can focus on either a WGST major or a minor around health-oriented coursework.

WGST Courses

AMST 102Y/EDUC 103Y/WGST 102Y Title: First-Year Seminar: Lessons of Childhood: Representations of Difference in Children's Media
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.
Units: 1; Max Enrollment: 15; Prerequisites: None. Open to First-Years only.; Instructor: Mata; Distribution Requirements: LL - Language and Literature; Other Categories: FYS - First Year Seminar; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall; Notes: Ann E. Maurer '51 Speaking Intensive Course. Registration in this section is restricted to students selected for the Wellesley Plus Program. Mandatory Credit/Non Credit.
Course ID: AMST223/CAMS240/WGST223

Title: Gendering the Bronze Screen: Representations of Chicanas/Latinas in Film

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.

Units: 1; Max Enrollment: 25; Prerequisites: None.; Instructor: Mata; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring

AMST 274/WGST 274 Title: Gender and Race in Westerns: Rainbow Cowboys (and Girls)

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.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Creef, P. Fisher (American Studies); Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered

CAMS 241/WGST 249 Title: Asian/American Women in Film

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.
ES 328/WGST 328 Title: Seminar: Naturecultures: Feminist Futures & Environmental Justice
The stories we tell about the world make certain futures possible, while foreclosing other imaginable ones. This course reveals how Western historical, theoretical, and scientific ways of knowing understood both women and nature as inferior and thus needing to be controlled. Pushing back against the ideas of any inherent binary separations between sex/gender and nature/culture, we will examine feminist ecological possibilities for planetary futures. Learning from the intertwined histories of environment, race, and gender, that have led to both personal and global inequity and disaster, we will also engage solutions that imagine different futures. Recognizing that solutions to environmental problems require a feminist attunement, we can start to understand the implications that our ethical commitments have to the future of life on the planet.
Units: 1; Max Enrollment: 15; Prerequisites: Any WGST 200-level course or ES-200-level course. Juniors and Seniors only; Instructor: Subramaniam; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall

PEAC 201/WGST 221 Title: Gender, Race, and the Carceral State
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.
Units: 1; Max Enrollment: 25; Prerequisites: One WGST course or permission of the instructor.; Instructor: Musto; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Fall

PEAC 240/WGST 240 Title: U.S. Public Health
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.
This course explores the ways in which the body, as a reflection and construction of the self, is tied to social, cultural and political relations. Through this examination of the role that our bodies play in daily life we will delve into the study of gender, race, sexuality and power. We focus on several major areas: (1) after Roe and the medicalization of bodies (contraception, abortion, new reproductive technologies), (2) sex education and the Internet as sites of bodily learning (3) body work (nail salons, surrogacy) (4) the use of the body as a vehicle for performance, self-expression and identity (drag queens, fashion). Throughout the course we will discuss how ideas about bodies are transported across national borders and social, sexual and class hierarchies.

Units: 1; Max Enrollment: 12; Prerequisites: None.; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

SOC 205/WGST 211 Title: Modern Families and Social Inequalities
Feminist scholarship demonstrates that American family life needs to be viewed through two lenses: one that highlights the embeddedness of family in class, race, heteronormativity, gender inequalities and another that draws our attention to historical developments – such as the aftermath of World War 2, technologies and government social policies. In 2015 same-sex marriage became U.S. federal law; but at the same time fewer people are marrying and parenthood is delayed. Moreover, new reproductive technologies coupled with the Internet and the wish for intimacy is creating unprecedented families. Topics covered vary yearly but include: inequalities around employment, the home front and childcare; intensive motherhood, social class and cultural capital; welfare to work programs; immigrant families and the American Dream. Finally, we will explore new developments from adoption to gamete donors by same-sex or single-parent families and how science and technologies are facilitating the creation of new kinds of kin. A special feature of this class is looking at the relationship of families and social policy.

Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered;

SOC 306/WGST 306 Title: Seminar: Women Leaders at Work
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.

Units: 1; Max Enrollment: 15; Prerequisites: Open to Sophomores, Juniors and Seniors. Priority will be given to SOC and WGST majors and minors.; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered

SOC311/WGST311 Title: Seminar: Families, Gender, the State, and Social Policies
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.
Units: 1; Max Enrollment: 15; Prerequisites: One 100 level and one 200 level course in either WGST or Sociology. Open to Juniors and Seniors; to Sophomores by permission of the instructor.; Instructor: Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered

SOC 322/WGST 322 Title: Seminar: Contemporary Reproduction
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.
Units: 1; Max Enrollment: 15; Prerequisites: Open only to Juniors and Seniors majoring or minoring in WGST or SOC. To other students by permission of the instructor only.; Instructor:
Hertz; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered

WGST 108 Title: The Social Construction of Inequalities: Race, Gender, Class and Sexuality
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.
Units: 1; Max Enrollment: 25; Prerequisites: None; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered;

WGST 120 Title: Introduction to Women's and Gender Studies
Introduction to the interdisciplinary field of women's and gender studies with an emphasis on an understanding of the "common differences" that both unite and divide women. Beginning with an examination of how womanhood has been represented in myths, ads, and popular culture, the course explores how gender inequalities have been both explained and critiqued. The cultural meaning given to gender as it intersects with race, class, ethnicity, and sexuality will be studied. This course also exposes some of the critiques made by women's studies' scholars of the traditional academic disciplines and the new intellectual terrain currently being mapped.
Units: 1; Max Enrollment: 25; Prerequisites: None.; Instructor: Creef, Savit, Subramaniam; Distribution Requirements: SBA - Social and Behavioral Analysis; LL - Language and Literature; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall

WGST 121 Title: Reading Elvis Presley and 1950s America
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.
Units: 1; Max Enrollment: 20; Prerequisites: None.; Instructor: Creef; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Semesters Offered this Academic Year: Not Offered

WGST 205 Title: Love and Intimacy: A Cross-Cultural Perspective
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?

Units: 1; Max Enrollment: 25; Prerequisites: None; **Instructor: Musto**; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; **Semesters Offered this Academic Year: Not Offered**

**WGST 210 Title: Health Activism**
Health is a powerful manifestation of the economic, political and cultural substructures of society. This course uses a public health approach, a focus on health at the population level and attention in the distribution of disease, to explore the strategies related to and the power of health activism. Focusing on examples throughout U.S. history and in the present day, we will apply an intersectional lens to understand how inequalities (e.g. race, class, gender and sexual identity) are embodied via health and impact individuals and communities. Using a case study approach we will examine social movements (eg, AIDS activism, reproductive justice, workers’ rights), as well as structural efforts (eg, healthcare reform and legal challenges) to discuss collective struggles and successful strategies for transformation.

Units: 1; Max Enrollment: 25; Prerequisites: None. Not open to students who have taken WGST 310.; **Instructor: O'Donnell**; Distribution Requirements: SBA - Social and Behavioral Analysis; **Semesters Offered this Academic Year: Spring**; Notes: This course is also offered at the 300-level as WGST 310.;

**WGST 214 Title: Women and Health**
This multi-disciplinary course introduces a broad range of concepts and issues related to the highly diverse group we call “women” and their health with a primary focus on the United States. The class will cover three areas of inquiry. First, the course explores basic definitions, concepts, data, and narratives regarding women’s health needs, status, and experiences, the social determinants of health, and women's health movements. Second, the course interrogates sexual and reproductive health as an intersection between health, gender, and broader social structures. Third, the course investigates current events as theatres for enduring patterns around women and health, such as healthcare reform, innovations in remote healthcare delivery, and the COVID-19 pandemic.

Units: 1; Max Enrollment: 24; Prerequisites: None; **Instructor: O'Donnell**; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; **Semesters Offered this Academic Year: Fall**

**WGST 215 Title: Gender Equality and Sexualities in Denmark and Sweden: Local Policies and Transnational Markets**
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.

Units: 1; Max Enrollment: 25; Prerequisites: None; **Instructor: Hertz, Musto**; Distribution Requirements: SBA - Social and Behavioral Analysis; **Semesters Offered this Academic Year: Not Offered**

**WGST 216 Title: Women and Popular Culture: Latinas as Nannies, Spitfires, and Sexpots**
This course proposes an analysis of popular cultural productions and the ways in which they represent Chicanxs and Latinxs. Cultural productions go beyond just entertaining an audience; they help to inform how we see ourselves and the world around us. These productions often support traditional stereotypes about marginalized groups. The course will encourage students to question the ways in which Chicanx/Latinxs are reduced to stereotypes that reinforce hierarchies of race and gender. By critically reading popular productions as analyzable cultural texts, we will ask: How do cultural productions perpetuate the "otherness" of Chicanx/Latinxs? What role does sexuality play in the representation of the Chicanx/Latinx subject? In what ways do cultural productions by Chicanx/Latinxs resist/challenge negative images?

Units: 1; Max Enrollment: 25; Prerequisites: None; **Instructor: Mata**; Distribution Requirements: SBA - Social and Behavioral Analysis; ARS - Visual Arts, Music, Theater, Film and Video; **Semesters Offered this Academic Year: Not Offered**

**WGST 218 Title: Stage Left: Chicanx/Latinx Theatre and Performance**
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.

Units: 1; Max Enrollment: 25; Prerequisites: None; **Instructor: Mata**; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; **Semesters Offered this Academic Year: Not Offered**

**WGST 220 Title: American Health Care History in Gender, Race, and Class Perspective**
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.
**WGST 222 Title: Gender and Sexuality in Contemporary American Society**

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?

Units: 1; Max Enrollment: 25; Prerequisites: None; **Instructor:** Musto; Distribution Requirements: SBA - Social and Behavioral Analysis; **Semesters Offered this Academic Year:** Not Offered

**WGST 224 Title: Feminist Methods**

What is feminist research? What is feminist methods? This course addresses these questions by exploring the methods of interviewing, ethnography, surveys, focus groups, and participatory action research from a feminist perspective. The class grounds methods in anthropology, sociology, 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 multiple methods within feminist epistemologies, and critically examining self-reflectivity among researchers and the ways they influence research.

Units: 1; Max Enrollment: 25; Prerequisites: None; **Instructor:** Savit; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; **Semesters Offered this Academic Year:** Spring

**WGST 225 Title: Politics and Sexuality**

What does consent have to do with politics and sexuality? From the “consent of the governed” to “affirmative consent,” notions of political and sexual agency and ethics develop in relation to consent. For example, much of the thinking about democracy and the exercise of bodily autonomy refers to consent. So, too, the contemporary feminist critique of rape culture advocates for the practice of affirmative, even enthusiastic, consent as an index of agency. We will ask: who can consent and, as importantly, who can withhold consent? Are all bodies, genders, and sexualities equally able to consent? We will read ancient and contemporary texts in order to gauge the historical scope of consent. We will spend some time with feminist theory from the 1980s that proposes new configurations of power, bodies, and pleasure, and explore how this work offers a counter discourse to neoliberal accounts of individual pleasure and risk. 

Sample texts: Anne Carson, Antigonick; C. Riley Snorton, *Black on Both Sides*; Judith
Butler, Notes Toward a Performative Theory of Assembly; Monique Wittig, The Lesbian Body; Sandra Lee Bartly, Femininity and Domination; Sarah Schulman, Conflict is Not Abuse.

Units: 1; Max Enrollment: 24; Prerequisites: One WGST course or permission of the instructor.; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered

**WGST 226 Title: The Body: Across Science, Society, and Public Health**
This course will offer a critical representation of bodies across science, society, and public health. We explore a variety of approaches to studying the body that challenge the Cartesian dualism, which splits the mind from the body. We also draw from feminist theories that examine the body in relation to race, gender, sexuality, and power. The course content shows how social values can have material and physiological effects on bodies and in turn how aesthetic and medical representations of the body reflect social values. 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. Students will gain a critical understanding for how conceptions of the body are important for understanding markets, beauty, reproduction, public health and biomedicine writ large.
Units: 1; Max Enrollment: 25; Prerequisites: None; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered

**WGST 230 Title: Gender and Technologies**
Using examples from everyday life, this course investigates how preferences for certain technologies are shaped by social arrangements that reflect power relations, including genetic testing, social media, and the construction of a wall on the US/Mexico border. By considering the origins, materiality, and practices of use for a diverse range of technologies, from the telephone to the underwire bra, this course will interrogate the socio-political and ethical fallout of consumer and medical technologies. Within the context of this history of technology as a means of manipulating nature and maintaining control over groups of people, we will also consider how users, tinkerers, and hackers challenge and negotiate the meanings and usage of technology in ways that contradict the intended use.
Units: 1; Max Enrollment: 25; Prerequisites: None; Distribution Requirements: SBA - Social and Behavioral Analysis; Semesters Offered this Academic Year: Not Offered

**WGST 250 Title: Research or Individual Study**
Units: 1; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring;

**WGST 250H Title: Research or Individual Study**
Units: 0.5; Max Enrollment: 25; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring

**WGST 255 Title: Sex, Gender, and Race in Transnational Perspectives**
In this course, we will explore the ways individuals and nations reconfigure their conceptions of sex, gender, and race due to globalization. We will explore transnational phenomena such as sex trafficking, sex tourism, and marriage migration. We will address questions such as: In an era of increasingly fast-paced and multifaceted globalization, how do we formulate sexual, gender, and racial identities across national and cultural boundaries? How do migrants renegotiate their gender, sexual, and racial identities in their new countries of residence? What motivates sex tourists to travel to other countries to form intimate relations? How do these sex tourists influence the sexual, gender, and racial identities of the local people they interact with? Units: 1; Max Enrollment: 25; Prerequisites: None; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered

**Course ID: WGST260 Title: Critical Public Health: Feminist Politics of Health and Wellbeing**
This course takes a critical perspective on the field of public health by applying a feminist lens to examine current health crises such as pandemics, police brutality, racism, and gender violence. Drawing on Black feminism and critical race studies we examine how logics of race/racism, gender binaries, and hierarchies of power and knowledge shape the ways in which public health concerns are defined and intervened upon. We explore emergent research topics that have only recently been framed as legitimate public health issues, such as gun control and policing. In order to understand how far the field has come in expanding its scope of study, and why it has taken this long, the course historically situates the field of public health within an intersectional framework. We end by examining past and present inspirations of how public health contributes to people’s well-being.
Units: 1; Max Enrollment: 25; Prerequisites: None; Instructor: Staff; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Every other year; Spring; Semesters Offered this Academic Year: Not Offered;

**WGST 264 Title: Gender, Race and Media**
This course examines how media constructs expressions of masculinity, femininity, and sexuality through normative and transgressive representations of gender and race within media. Through readings, screenings, and class discussions, we will examine how gender, sexuality, and race are constructed within a cultural domain of power that not only constitutes but also is constituted by the production, consumption, and interpretation of media.
Units: 1; Max Enrollment: 25; Prerequisites: None; **Instructor: Savit**; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered;

**WGST 265 Title: LGBTQ+ Lives Onscreen**
This course examines how LGBTQ+ individuals have been depicted in media. Grounded in queer theory and queer of color critique, the class charts the evolution of such depictions, mapping the progress media industries have made in representing LGBTQ+ people onscreen, while also thinking critically about the work still left to do. It asks the following questions: who has helmed these portrayals, both behind and in front of the camera? How have these different representational modes informed (ostensibly) straight audiences’ understandings of queer
identities? How do these cinematic depictions of queerness impact members of the LGBTQ+ community?

WGST 266 Title: Introduction to Queer Theory
This course will offer a critical introduction to queer theory, a major theoretical framework within women’s and gender studies that emerges from the study of sex and sexuality as a guiding force in social and political life. The course will start with an expansive background on the history and development of queer theory, before exploring some of the key debates that continue to animate the field. Specifically, we will consider the complicated relationships between queer theory, feminist theory, and queer of color critique. Finally, the course will consider the relationship between queer theory and forms of queer expression in literature and culture, such as in Alison Bechdel's graphic memoir Fun Home and its musical adaptation.

Units: 1; Max Enrollment: 25; Prerequisites: None.; Instructor: Savit; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered

WGST 267 Title: Visual History and Memory: Representations of the Japanese American Internment Experience
The Japanese American internment experience during World War II has always had a vexed relationship with the camera. Cameras and other recording devices were banned in the camps until spring 1943. This course engages with the legacy of the internment experience in visual culture and American historical memory. Using a gendered lens, we look at how the camps have been documented and remembered in photography, film, graphic memoir, camp newspapers, museum exhibitions, and new media since 1942. We will closely examine the photography of Dorothea Lange, Ansel Adams, and Toyo Miyatake, the intersection of internment camps and Indigenous lands, women filmmakers and activists, and explore major digital archives and recent augmented reality installations focusing on the wartime incarceration of Japanese Americans.

Units: 1; Max Enrollment: 20; Prerequisites: None.; Instructor: Creef; Distribution Requirements: ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Fall

WGST 296 Title: U.S. Women of Color & Economic Inequality
In the U.S. more women than men live in poverty. This class will highlight how income inequality and the disproportion of wealth are gendered and racialized, impacting women of color at higher rates. Throughout the course we will examine how such economic processes as globalization and such ideologies as neoliberalism influences employment, labor, wages, health, social life, families, and other societal structures. Applying feminist theories, we will also contextualize the life experiences of women of color from their perspectives and question dominant ideals that perpetuate the concept of meritocracy. We will also engage and learn
about the different ways women of color resist economic inequality through life skills and strategies, activism, and social movements.

Units: 1; Max Enrollment: 25; Prerequisites: None.; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered

WGST 302 Title: 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, 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.
Units: 1; Max Enrollment: 15; Prerequisites: Open to Sophomores, Juniors or Seniors who have taken a 200 level WGST course or by permission of the instructor.; Instructor: Harrison; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring

WGST 303 Title: Sex, Gender, and the 1990s
This course provides an in-depth analysis of how the formative scholarship of the 1990s not only continues to impact the field of WGST today, but also animates popular social and political debates happening in the world around us. It explores the misunderstood ideologies at the center of contemporary controversies like the “don’t say gay” Florida bill, or bans on critical race theory, by returning to the WGST texts that pioneered these frameworks. Covering topics like gender performativity, intersectionality, queer theory, cultural theory, reproductive justice, transgender theory, and U.S. Third World Feminisms, this course takes a deep dive into all things 1990s to help students understand how the recent past informs the politics of today.
Units: 1; Max Enrollment: 12; Prerequisites: WGST 120 and one 200 level WGST course. Open to Juniors and Seniors only.; Instructor: Savit; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring

WGST 305 Title: Seminar: Representations of Women, Natives, and "Others"
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.
Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Recommended for Juniors and Seniors with background in WGST, AMST, or CAMS.; Instructor: Creef; Distribution
WGST 307 Title: Seminar: Techno-Orientalism. Geisha Robots, Cyberpunk Warriors, and Asian Futures
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, science and technology industries, and anti-Asian violence during the global pandemic. 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.
Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Recommended for juniors or seniors with background in WGST, Asian American Studies, CAMS, Media Arts, East Asian Studies.; Instructor: Creef; Distribution Requirements: LL - Language and Literature; ARS - Visual Arts, Music, Theater, Film and Video; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Spring

WGST 313 Title: Fieldwork in Women's and Gender Studies
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.
Units: 1; Max Enrollment: 15; Prerequisites: Open to majors or minors only. Permission of the instructor required.; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Spring; Fall

WGST 314 Title: Seminar: Transnational Feminisms
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 rights, 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.
Units: 1; Max Enrollment: 15; Prerequisites: One course in WGST.; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Fall; Semesters Offered this Academic Year: Not Offered; Notes: Ann E. Maurer '51 Speaking Intensive Course.
WGST 320 Title: Seminar: Race, Gender, Science: Exploring Feminist STS
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, and critically examining ethnographic examples by attending to race, gender, and power.
Units: 1; Max Enrollment: 15; Prerequisites: One WGST Course or one 100 level STEM course. Open to Juniors and Seniors; to Sophomores by permission of the instructor.; Instructor: Staff; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered

WGST 326 Title: Seminar: Crossing the Border(s): Narratives of Transgression
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.
Units: 1; Max Enrollment: 15; Prerequisites: Any WGST 100-level course and WGST 200-level course or permission of the instructor.; Instructor: Mata; Distribution Requirements: LL - Language and Literature; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered

WGST 341 Title: Seminar: Anti-Carceral Feminism
Feminist scholars, activists, and community organizers have been at the forefront of the US and transnational abolitionist movement to address structural violence, including but not limited to violence that occurs in jails, prisons, and immigration detention facilities. Anti-carceral feminists share a broad commitment to divesting in carceral systems and resisting racist ideologies and carceral feminist projects fueling the “global prison industrial complex.” Anti-carceral feminist efforts have culminated in a rich yet understudied body of work animated by intersectional and transnational insights. Interdisciplinary in scope, this seminar explores anti-carceral feminist research and activism in the United States and transnationally. In addition to engaging with anti-carceral feminist research, this seminar will explore abolitionist feminist methods and organizing strategies to facilitate safety, accountability, and transformative justice.
Units: 1; Max Enrollment: 15; Prerequisites: WGST 120 and WGST 221, or permission of the instructor.; Instructor: Musto; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Spring
WGST 342 Title: Contemporary Feminist Movements
Grounded in feminist and critical race theory, this course provides students with the theoretical and historical backgrounds so that they can critically consider contemporary feminist movements and their lineage to early feminist activism and theory. The class considers how social media platforms and technological infrastructure enables contemporary digital activism. Contemporary movements the course will explore include Black Lives Matter, #MeToo, Women's March, Reproductive Justice.
Units: 1; Max Enrollment: 15; Prerequisites: WGST 120 and one 200 level course. Open to Juniors and Seniors only.; Instructor: Savit; Distribution Requirements: SBA - Social and Behavioral Analysis; Typical Periods Offered: Spring; Semesters Offered this Academic Year: Not Offered

WGST 350 Title: Research or Individual Study
Units: 1; Max Enrollment: 15; Prerequisites: Permission of the instructor. Open to juniors and seniors.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring

WGST 350 Title: Research or Individual Study
Units: 0.5; Max Enrollment: 15; Prerequisites: Permission of the instructor.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring

WGST 360 Title: Senior Thesis Research
Units: 1; Max Enrollment: 15; Prerequisites: Permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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 Title: Senior Thesis
Units: 1; Max Enrollment: 15; Prerequisites: WGST 360 and permission of the department.; Typical Periods Offered: Spring; Fall; Semesters Offered this Academic Year: Fall; Spring; Notes: 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.

As of 4-3-23