## WOMEN'S STUDIES COURSES  
**Fall 2012**

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<td>K+ mw</td>
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<td>Questioning Kinship: Sexuality &amp; Gender in South Asia</td>
<td>Pinto</td>
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<td>HST 155</td>
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<td>HST 174</td>
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<td>* PHIL 48</td>
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<tr>
<td>CRWS 292 A</td>
<td>Feminist Inquiry</td>
<td>Bergland /Maher</td>
<td>Th. 6-9pm</td>
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<td>CRWS 292 B</td>
<td>Workshop for Dissertation Writers in Women's and Gender Studies</td>
<td>Ware</td>
<td>(FALL &amp; SPRING, Tues, 4-7pm 9/4/12 – 5/7/13, meets every other)</td>
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* Core course for the Women's Studies major/minor.  
** Required course for the Women's Studies major/minor.  
£ NOTE: TO RECEIVE WS CREDIT: the focus of all major papers/projects must be on women or gender.

### Women's Studies Program  
111 Eaton Hall ☎ 617-627-2955 ☝ WomensStudies@tufts.edu ☝http://ase.tufts.edu/womenstudies  
Sep. 10, 12
Women's Studies  
Fall 2012 Course Descriptions

£ ANTH 130   Anthropological Thought   Stanton   K+ mw
This course on the history of anthropological theory begins with the premise that anthropology is as much a way of thinking as an academic discipline. By engaging theories, debates, and primary sources from the anthropological canon from the late 19th century to the present, we will try to understand what questions have been of enduring concern to anthropologists and also how this way of thinking has shifted over time. Through regular written responses, student led discussions, and investigation into current trends and practices in the field, students will be encouraged to see themselves as participants in a long-running dialogue about theory and method that has often had implications in the societies anthropologists inhabit as well as those we study. This course counts toward the Social Sciences distribution requirement. Prerequisite: One anthropology course and junior standing, or permission of instructor.

ANTH 149-19   Questioning Kinship: Sexuality & Gender in South Asia   Pinto   D+ tr
This course explores the diversity of family life, gender arrangements, and forms of sexuality in South Asia by looking at the cultural, religious, legal and historical dimensions of contemporary life. We will focus on questions of social change and continuity as they relate to gender and sexuality and represent the ever-changing nature and negotiations of kinship in India, Pakistan, Bangladesh, Sri Lanka, and Nepal. In asking how marriage practices, sexual identities, the politics of sex-work, and concepts of gender norms are in a state of flux, we will adopt a “case-study” approach. This will include looking at issues such as the repeal of anti-homosexuality legislation, the status and mobilization of sex-workers, the political impact of Third Sex, debates over a Uniform Civil Code, and issues such as dowry, romantic love, changing kinship structures, and their relationship to caste and class. This course counts toward the Social Sciences distribution requirement. Students may not enroll in this course if they have previously received credit for ANTH 120.

£ ANTH 182   Human Physique   Bailey   12+w
Our bodies as adaptive biological landscapes. Growth from conception to early adulthood. Genetic and intrauterine determinants of prenatal growth and birth size; impact of extreme environments, under nutrition, and disease on size and shape. Puberty and sexual dimorphism. Quantitative assessment of body composition. Interplay between biological and cultural bodies in the construction of attractiveness, and its evolutionary significances. This course counts toward the Natural Science distribution requirement. Prerequisite: Anthropology 40 or permission of instructor.

ED 162    Class, Race & Gender in the History of U.S.   Wright   6+t
History of education in the United States as a struggle over access and control. Relation to class reproduction, social mobility, the maintenance of and resistance to racial boundaries, and gender issues, emphasizing the struggles of disempowered groups to gain access to schooling in the nineteenth and twentieth centuries.

ED166    Masculinities in Urban Schooling   Oeur   7+w
This seminar will address issues of masculinity in schooling through narrative, ethnographic, and sociological analyses. We will frame this investigation through the intersecting lenses of race, class, and sexuality. Specifically, we will explore these intersections in the context of urban schooling, engaging schools as socio-cultural institutions that reflect, mediate, and reinforce larger structures and processes of masculinity. Students will engage both feminist theoretical and empirical bodies of literature and develop a complex understanding of the issues facing scholars, students and school communities broadly conceived. Topics will include: masculinities and music, media, family, athletics, the juvenile justice system, and classrooms.
An introduction to post-World War II women authors from the non-West, a problematic term used here as a starting point for discussion about the impact of colonization and the effects of decolonization on the social and political construction of women as a category. Writers include Ama Ata Aidoo, Bessie Head, Buchi Emecheta, Mahasweta Debi, Anita Desai, and Nawal al-Saadawi.

Introduction to postmodernism through the study of late twentieth century and early twenty-first century film in relation to important texts of literary and cultural criticism. The movement from modern to postmodern, originality to mechanical reproduction, identity to difference. Readings from Baudrillard, Benjamin, Butler, Derrida, Foucault, Haraway, Lacan, and Žižek, along with films by Cameron, Gilliam, Polanski, Scott, the Wachowski brothers, and Welles. Prerequisites ENG 1, 2 REQUIRED or Fulfillment of College Writing Requirement.

Intensive focus on the writing of Jane Austen and Mary Shelley in the context of ideas about authorship, identity, and gender in early nineteenth-century Britain. Considers questions of narrative structure, style, and history; includes critical readings and some discussion of film adaptations.

Courses offered on an ad hoc basis and open to graduate and advanced undergraduate students. Recent topics have included Swift and Fielding, the Shelleys, representing the Holocaust, the nature of Gothic, satire, Whitman and Dickinson, Black filmmakers, and American experimental fiction.

How are international human rights standards gendered? What is the difference between women's human rights and men's human rights? What role does culture play in our conception of human rights? This course examines past and current human rights issues that focus on gender, including changing conceptions of human rights. We will examine gendered human rights in contexts including human trafficking, property rights, economics and physical security, as well as several country-specific case studies (South Africa, Sweden and the United States). Students in this class will develop a solid foundation in international issues grounded in gendered human rights concerns.

Jenna DiCocco is an attorney, teacher and human rights advocate. She is a Visiting Scholar at Northeastern University's Women's Gender & Sexuality Studies Program where she is researching the gendered application of certain criminal law mitigation factors in spousal murder cases. She also writes and publishes the weekly Human Rights RoundUp, a news aggregation blog highlighting current global human rights issues.

This course will examine girlhood and coming of age in the decades of the 1950s and 1960s. Specifically, it will cover the era that begins in the post-World War II years with the emergence of the feminine mystique and ends in the 1960s with the rise of the second wave of feminism. The class will analyze the tension between image and reality, gender difference and equality, conformity and individuality. It will explore differences based on race, class, and ethnicity as well as similarities based on gender. It will focus on the paradox for girls of growing up in an era of optimism and opportunity, when little was expected of girls.

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This course will explore the concept of Arab Nationalism in the Arabic-speaking world, and its connection to various political and historical events in the 20th Century. We will trace the emergence of the phenomenon on the 19th Century, and explore its impact on the people of the Arabic-speaking world. Further, we will discuss the triumph, and failure of Arab Nationalism in the Arab Middle East. The clash between the secular principles of Arab Nationalism and Islam-inspired political voices will be discussed at length. (formerly HST 103).

HST 155   Women Gender, Family 1200-1800    Rankin   E+ mw

Social and cultural history of gender and family, from the late Middle Ages through the Enlightenment. The course covers a range of topics relating to gender and family life, including Renaissance ideals of the family; daily life in urban, rural, and courtly households; the role of marriage in society and the changes brought about by the Protestant Reformation; childbearing and childhood; gender and the monarchy; women and education; and the family as a model for the early modern state. We also consider the social position of individuals outside of the ‘normal’ family unit, such as widows, orphans, monks, and nuns. Throughout the course we will explore shifting expectations of women, men, and the family in early modern European society. [formerly HST. 181.05]

HST 174    Women and Gender in Traditional China    Xu   7w

This course introduces a variety of major topics related to women in traditional Chinese, Japanese and Korean societies from the seventh to the eighteenth century. From the seventh century on, state-to-state relations as well as interactions of peoples, ideas, and items moving across national borders became increasingly intensified between China, Japan and Korea. The study of East Asian women’s diversified life experiences in this millennium will provide students a comparative and international approach to explore East Asian Civilizations from the perspective of women and gender. By examining women’s multiple roles in political, economic, legal, social, intellectual, and literary history, we will investigate how women made history and how history made women.

*  PHIL 48   Feminist Philosophy       Kelly    J+ tr

Investigation of the implications of a feminist point of view for philosophical inquiry and for various philosophical issues. Practical ethical problems such as abortion, sexual harassment, and pornography, and theoretical issues such as the nature of equality and gender difference will be discussed. Core course in the Women’s Studies Program.

PS 129    African Politics        Robinson    E+ mw

Analysis of political developments in contemporary Africa, with emphasis on the interaction between politics and culture. Relates Africa’s historical, economic, social, and gender dynamics to general theories of politics and governance.

PS 188-03  Gender Issues in World Politics  Eichenberg   E+ mw

This course is a survey of many issues relating to gender in world politics, with a particular emphasis on: gender differences in political attitudes and behavior generally; gender differences in attitudes toward war and national security in particular; the cross-cultural uniformity (or lack thereof) in gender differences in attitudes and political behavior, particularly in relation to national security and war; the role of gender differences in war, in particular how gender roles are created and the effect of war on men and women; violence against women; and the role of gender in world affairs more generally and specifically the role of gender in economic development, environmental sustainability and gender mainstreaming within international institutions. Prerequisite(s): PS 61 recommended
Differences and inequalities between women’s and men’s social positions and personal experiences in the contemporary United States. Intersections of gender, race, and class. Gender relations in the labor force, families, the state, and in sexual and emotional life. Violence and sexual harassment. Men’s and women’s efforts toward personal and social change in gender relations. NOTE: Counts as a Women’s Studies core course.

Introduction to the interdisciplinary field of queer studies through an examination of key texts and practices. Course will interrogate notions of normality; binary systems of sex, gender, and sexuality; and cultural representations of personhood, citizenship and family. It will examine the application of queer theory in fields such as economics, anthropology, literature, cultural studies, and film studies. Of particular concern will be ways gender and sexuality intersect with race, ethnicity, nationality, and class.

Practices and methods of feminist, interdisciplinary research in a cross-cultural framework. How feminist inquiry rethinks disciplinary assumptions and categories; what counts as knowledge; relation among subjects and objects of study; international issues in feminist analysis. To be taken in preparation for the sr. project. With approval of the instructor, open to non-majors and non-minors (including grad. students) engaged in extensive research on women and/or gender in other programs or departments.

Independent project. A one-semester project culminating in a substantial interdisciplinary research paper or other creative project such as film, presentation or performance (with written component) developed from elective cluster topic area on women or gender developed from the elective cluster topic. Students work with two faculty advisers from different departments. Includes a series of meetings throughout the academic year. Required of all majors and minors. Please see departmental website for specific details.

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Women's Studies Program ♀ 111 Eaton Hall ♀ 617-627-2955 ♀ WomensStudies@tufts.edu ♀ http://ase.tufts.edu/womenstudies
THE WOMEN'S STUDIES MAJOR

The major in Women's Studies offers students a flexible and focused concentration in the study of women and/or gender across many disciplines. Students pursuing the major take three required Women's Studies courses plus two core and five elective* courses selected from the Women's Studies course list published each semester. Of the five electives representing three different departments required as part of the major, students choose three to cluster into a topic area, which will provide the framework for the culminating project in the senior year. The Director of Women's Studies advises on topic areas, approves course clusters, and meets with all students undertaking senior projects. With the Director's approval, a Women's Studies internship for academic credit may count as one of the electives. All 10 courses must be taken for a letter grade.

1. **WS 72 Introduction to Women's Studies**
   Historic and emergent development in the field of Women's Studies, with emphasis on the impact of race, class, ethnicity, and sexual orientation. Perspectives and methodologies are drawn from a variety of disciplines. Spring semester.

2. Two courses which explore the foundational arguments in feminist approaches to the discipline, covering a diversity of perspectives, including attention to international research on women and gender. Courses currently available in this category:
   - Anh. 185 / WS 195 Globalization & Feminism
   - Comparative Rel. Feminist Theologies
   - Education 165 Educating Women & Girls
   - English 177 Feminist Literature and Theory
   - Philosophy 48 Feminist Philosophy
   - Sociology 30 Sex & Gender in Society
   - WS 191 Introduction to Queer Studies

3. Five Elective Courses in Women's Studies, from at least three different departments. Three of these electives must be clustered into a specific topic area in the study of women and/or gender, towards developing the focus of the senior project. Students define their own topic areas, with the advice and approval of the director of the program.

4. **WS 190 Doing Feminist Research**
   Practices and methods of feminist, interdisciplinary research in a cross-cultural framework. How feminist inquiry rethinks disciplinary assumptions and categories; what counts as knowledge; relation between subjects and objects of study; international issues in feminist analysis. To be taken in preparation for the senior project. With approval of the instructor, open to non-majors and non-minors (including graduate students) engaged in extensive research on women and/or gender in other programs or departments. Fall semester.

5. **WS 193 Senior Project**
   A one-semester independent project culminating in a substantial interdisciplinary research paper or other creative or activist work with a written component, which explores and tests traditional and contemporary thinking about women and/or gender. Two faculty members from different departments advise student projects. Includes a series of group meetings throughout the academic year. One credit. Fall or spring semester.

THE WOMEN'S STUDIES MINOR

Students pursuing the minor in Women's Studies take a total of six courses, including three interdisciplinary courses offered by Women's Studies (WS72, WS190, and WS193). In addition, students choose three electives* (from at least two different departments) that study women and/or gender in specific contexts. The director of Women's Studies advises on course selection to fit each student's interests and to establish a basis for the culminating project in the senior year. The minor allows a focus on women and/or gender to complement a major concentration in a discipline or program and provides an interdisciplinary framework for the independent work of the project. All courses must be taken for a letter grade.

REQUIRED COURSES FOR THE WOMEN'S STUDIES MINOR

1. **WS 72 Introduction to Women's Studies**
2. **WS 190 Doing Feminist Research**
3. **WS 193 Senior Project**

* Please note: Students taking electives for credit towards the Women's Studies major or minor are expected to do their major papers or projects on a topic appropriate to or focusing on women and/or gender.
**Graduate Consortium in Women's Studies Courses**

**Workshop for Dissertation Writers in Women's and Gender Studies**
FALL & SPRING, Tuesdays, 4 – 7 PM  9/4/12 – 5/7/13, Meets every other week at MIT, building and room TBD

This workshop will provide intellectual and practical guidance for students at any stage in the dissertation process. Class sessions will be structured with four primary goals: to address challenges in the conception and completion of a dissertation; to explore the methodological and theoretical issues attendant on discipline-based and interdisciplinary feminist research; to foster the professional development of participants; and to provide a structure of group work, hands-on exercises, and peer review that will help students move most effectively through their own projects.

Flexibly shaped to meet the needs of its participants, the dissertation workshop will entail minimal reading assignments so that the majority of the students’ time can be directed to their own projects. The class will provide a forum for working out problems of conceptualization and structure, the use of evidence, the development of individual chapters, techniques for effective research, drafting and revising, and preparing abstracts. We will also discuss and practice techniques for presenting conference papers, publishing articles, and preparing for the academic job market.

**FACULTY**
Susan Ware specializes in 20th century U.S. history, women's history, and biography, and has published extensively in those fields. A visiting scholar at the Women’s and Gender Studies Program at MIT in 2012-13, she has also served as director of Graduate Studies for the History Department at New York University before coming to the Radcliffe Institute for Advanced Study to edit volume five of Notable American Women: A Biographical Dictionary from 1997-2005.

**Feminist Inquiry**
FALL: Thursdays, 6 – 9 PM  9/6/12 – 12/6/12, Building 56 room 154

This course investigates theories and practices of feminist inquiry across a range of disciplines. Doing feminist research involves rethinking disciplinary assumptions and methodologies, developing new understandings of what counts as knowledge, seeking alternative ways of understanding the origins of problems/issues, formulating new ways of positing questions and redefining the relationship between subjects and objects of study.

All research grows out of complex connections between epistemologies, methodologies, and research methods. We shall explore how these connections are formed in the traditional disciplines and raise questions about why the traditional disciplines are inadequate and/or problematic for feminist inquiry. What, specifically, are the feminist critiques of these disciplines? The course will consider methodology, i.e., the theory and analysis of how research should proceed. We shall be especially attentive to epistemological issues -- pre-suppositions about the nature of knowledge. We shall examine the theoretical positions our authors take, and evaluate the usefulness of their methodological approaches.

**FACULTY**
Renee Bergland is Professor of English at Simmons College. She teaches courses in American literature and culture, gender and cultural studies, and literary and cultural theory. Her books include The National Uncanny: Indian Ghosts and American Subjects; Maria Mitchell and the Sexing of Science: An Astronomer Among the American Romantics; and Philosophies of Sex: Critical Essays on Julia Ward Howe’s Hermaphrodite (edited with Gary Williams).

Frida Maher is Professor Emerita of Education, Wheaton College, and Resident Scholar at the Women’s Studies Research Center, Brandeis University. Her research concerns feminist pedagogies and women in higher education. She is co-author, with Mary Kay Tetreault, of The Feminist Classroom (1994, 2001) and Privilege and Diversity in the Academy (2007).