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<th>Course #</th>
<th>Course Title</th>
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<tr>
<td>CH 104</td>
<td>Women and Health</td>
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<td>DR 46</td>
<td>International Women Film Directors</td>
<td>Kouguell</td>
<td>FRI11:40-2:10</td>
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<td>ED 191</td>
<td>Feminist Theory in Education</td>
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<td>ENG 46</td>
<td>Girls’ Books</td>
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<td>ENG 92-03</td>
<td>Feminism in 20th Cent U.S. Lit &amp; Culture</td>
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<td>ENG 107</td>
<td>Chaucer</td>
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<td>ENG 160</td>
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<td>ENG 171</td>
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<td>EXP-0074-S</td>
<td>Sexuality, Gender, and the Law</td>
<td>Leahy</td>
<td>Wed 6:30-9</td>
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<td>GER 70/170</td>
<td>Grimms' Fairy Tale: Ideology &amp; Politics</td>
<td>E. Jones</td>
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<td>GER 76/176</td>
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<td>HST 157</td>
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<td>HST 193</td>
<td>Courtship in America</td>
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<td>ITAL 121-A</td>
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<td>Baffoni</td>
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<td>JPS 150-06</td>
<td>Gender, Sexuality and Human Rights in the Middle East</td>
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<td>PHIL192-01</td>
<td>Sem in Philosophy: Simone de Beauvoir</td>
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<td>* REL 104</td>
<td>Feminist Theologies</td>
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<td>Family and Intimate Relations</td>
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<td>SP 192-D</td>
<td>Crafting Mexico Towards Art &amp; Lit: The Early 1920s &amp; Impact on Daily Life</td>
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<td>** WS 72</td>
<td>Introduction to Women's, Gender, and Sexuality Studies</td>
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<td>WS 85-01</td>
<td>Topics in WGSS: Post-Stonewall Queer Literature and Culture</td>
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<td>WS 85-02</td>
<td>Topics in WGSS: Gender and Popular Media</td>
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<td>WS 199</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.

**Graduate Consortium in Women’s Studies Courses**

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<td>CRWS 292 A</td>
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Women’s Studies Program ~ 111 Eaton Hall ☎ 617-627-2955 ~ WomensStudies@tufts.edu ~ http://ase.tufts.edu/womenstudies
Women’s Studies Spring 2013 Course Descriptions

CH 104  Women and Health  Staff  L+Tr

Theoretical approaches to women's health and women's relationship to the health care system. Historical development of women's roles as providers (both lay and professional) and as consumers of health care. Analysis of the emergence of a women's health movement, changes in the past decade, and future directions.

DR 46  International Women Film Directors  Kouguell  FRI 11:40-2:10

The provocative filmmakers that we will explore in this class have been imprisoned, forever banned from their homelands, were a major influence in their country's New Wave cinema, and/or stirred an international debate—all as a result of their movies. These writer/directors not only create outside of the traditional film “box”—but take viewers outside of their comfort zones. The films that we will screen are not Hollywood studio films and do not cater to predictable conventions and “happy endings.” These films are diverse and unique, yet share such themes as female oppression, gender identification, women’s roles, and female empowerment. We will analyze and deconstruct the directors’ narratives, visual storytelling processes and choices, and how their diverse backgrounds influence their films, as well as discuss critics’ reviews. No prerequisite. Kouguell

ED 191  Feminist Theory in Education  Oeur  7+w

The word “theory” derives from the Greek word theorin, meaning “to look.” In this course, we will adopt various feminist lenses to examine key topics in education. As a theory, feminist theory has offered particular ways of looking at the world: visions, standpoints, and situated knowledges intended to challenge, undermine, and denaturalize patriarchal domination. We will take up several of these major feminist theoretical visions as well as key debates among feminist theorists ranging from early structuralist thinkers to feminist theorists of color. As the course moves along, we will consider how feminist projects have been used to challenge patriarchal practices, rules, and regulations within schools and across schools. Relatedly, we will analyze the capacity of feminist theories to explain schooling as it is nested within various forms of inequality. The second half of the course, therefore, has two overarching goals. First, we will consider how feminist methods can explain the experiences and marginalization of a range of student populations including and beyond just girls, and how various people inside of schools construct their identities. REQUIRED: attendance at a day-long on-campus conference on Title IX (tentatively scheduled for Saturday March 2 or 9) is required.

ENG 46  Girls’ Books  Genster  3+r

Judith Thurman’s aunt came to a hospital nursery in 1947, to get a look at her newly arrived niece. Peering through the window, she saw her named and described on the placard in her crib: “It's a girl.” Next to her lay an equally recent arrival, whose placard read “I'm a boy.” What girls read about themselves shapes their ideas about who they are and how they may and should make their ways through the world. We will read a variety of texts describing girls' lives, ranging from 18th-conduct books to contemporary young adult novels. We'll consider the works as they describe, prescribe and proscribe. Texts may include Northanger Abbey, Jane Eyre, Little Women, The Secret Garden, The Githoods of Shakespeare's Heroines, Nancy Drew, A Wrinkle in Time, Roller Skates, The Witch of Blackbird Pond, and folk and fairy tales. The contemporary works will be chosen by a class vote on nominations provided by class members.

ENG 107  Chaucer  Fyler  I+ mw

This course explores the works of one of the three or four greatest poets in English. We’ll read Chaucer in Middle English, but he is in almost every respect easier to understand than Shakespeare, who lived two centuries later. We will spend roughly half of the semester on the Canterbury Tales, the other half on Chaucer's most extraordinary poem, Troilus and Criseyde. Chaucer is primarily a narrative rather than a lyric poet: though the analogy is an imperfect one, the Canterbury Tales are like a collection of short stories, and Troilus like a novel in verse. We will talk about Chaucer's literary sources and contexts, the interpretation of his poetry, and his treatment of a number of issues, especially gender issues, that are of perennial interest. This course fulfills the pre-1860 requirement.
The word “theory” derives from the Greek word theorin, meaning “to look.” In this course, we will adopt various feminist lenses to examine key topics in education. As a theory, feminist theory has offered particular ways of looking at the world: visions, standpoints, and situated knowledges intended to challenge, undermine, and denaturalize patriarchal domination. We will take up several of these major feminist theoretical visions as well as key debates among feminist theorists ranging from early structuralist thinkers to feminist theorists of color.

This course will begin with Pride and Prejudice, a novel whose business is to get its heroine(s) married. The texts we will read after that all tend to subvert the marriage plot in one way or another. At the same time as they challenge traditional ideas of women’s destiny, they also subvert the conventions of narrative and representation. This is a course for readers who are interested in matters of form and language as well as gender and identity.
discrimination and gender issues. Debate and discussion regarding the historical evolution of these issues and their current trends will be emphasized. 1.0 credit, Letter Grading, Call #04235 Wednesday, 6:30-9:00PM, Olin 112

FAH 31 Early Renaissance Italy Baskins D+tr

Art, culture, and politics in key regional centers during the fifteenth century. Issues include the revival of antiquity, the concepts of progress and competition, the social status of the artist, patronage, refinement of illusionistic techniques such as linear perspective, and the expansion of secular subjects produced for the home. (May be taken at 100 level with consent; see below.)

GER 70/170 Grimms’ Fairy Tale: Ideology & Politics E. Jones K+ mw

The Grimm brothers as nineteenth-century collectors and authors. Folk tale and literary fairy tale; relation to the development of German nationalism and capitalism; role in attitude formation toward gender and social class; assimilation and adaptation in twentieth-century social, political, and economic life under the Weimar Republic, National Socialism, and post-World War II Germany. Significant focus on women’s issues. (May be taken at 100 level with consent.)

GER 76/176 Vienna: A Biography Romero D+

(Cross-listed as HIST 161 and ILVS 72). A “biography” of Vienna through the texts the city has produced/inspired; the changing (multi)cultural role Vienna has played and continues to play in the heart of Europe. The emphasis is on literary texts, but in conjunction with art, architecture, and music, as well as their modes of consumption. In English. (May be taken at 100-level.)

HST157 Empresses, Saints & Scholars: The Women of Byzantium Proctor K+mw

(Cross-listed as CLS 110). Examination of the themes of political legitimacy, spirituality, education, gender roles, the spread of Byzantine culture, and the evolution of Christian theology through a careful study of the lives of various women of the Byzantine world. This will include examination of the lives of women of the Byzantine Empire, Southeastern Europe, Russia, Western Europe, the kingdoms of Armenia and the Ottoman Empire. Course satisfies World Civilizations requirement, Classics Culture Area, Minor in Byzantine Studies and either Humanities or Social Science distribution requirement.

HST 193 Courtship in America Drachman TBD

This course explores the search for love and sex. It begins in the early 20th century when Victorian values defined the rules of courtship, examines the rise and evolution of dating throughout the century and explores contemporary social and sexual behavior in historical context. Research projects will be based on documents in the Tufts archives.


Learn contemporary Italian with emphasis on idiomatic usage and different styles of expression. Readings, both in critical and fictional prose, will explore women’s images and voices in Italian culture, society and literature. In Oriana Fallaci’s Lettera a un bambino mai nato we will come to terms with the heart-rending issues of an unwanted pregnancy and the right to life through the protagonist’s inner drama and difficult choices. In Susanna Tamaro’s Vada dove ti porta il cuore we will read of an elderly woman’s attempts to overcome the gap between generations through love and understanding. Through her letters, she relives her life, teaching her estranged granddaughter that the most important journey that we make in life is to the center of ourselves, to the point where we can summon the courage to follow our hearts. We will review grammatical difficulties and focus on intensive exercises aimed at building vocabulary. Short papers, two exams, and a final project. Conducted in Italian. Prerequisite: Italian 21 and Italian 22, or consent. May be counted toward the Major in Italian Studies, the Minor in Italian, Part II of the Language Requirement and Culture Option and the Interdisciplinary Major in Women’s Studies.
Images, experiences, and accomplishments of Jewish women in life, literature, and tradition from Biblical times to the present. Focus on individual women from various times and cultures; Discussion of basic issues, present conditions, and prospects. Cross-listed as JS 78/REL 78/ILVS 62-01. In English. Maximum enrollment: 25.

PHIL192-01   Sem in Philosophy: Simone de Beauvoir  Bauer  7  W

Simone de Beauvoir’s The Second Sex (1949) is the founding text of modern feminism, but it is also a serious, original work of philosophy. In this course we will undertake a detailed study of The Second Sex and will use this study as a jumping-off point for thinking about both the nature of sex and gender and the nature of philosophy itself. We will look at contemporary philosophizing about sex difference, particularly as it has been refracted through the lens of Judith Butler’s very influential work, and explore the extent to which “feminist theory” represses important philosophical features of Beauvoir’s views. We will simultaneously trace the roots of The Second Sex in the writings of some of the philosophers who most heavily influenced Beauvoir’s thinking, including Descartes, Hegel, Freud, and Sartre, and explore the question of whether and how feminist philosophers can appropriate non-feminist – and sometimes even misogynistic – philosophical work. This seminar will be limited to eight students. Registration will not be available on SIS. Interested students should submit a brief application for the course to the Philosophy Department by November 16th. The application should include the following information: name, year in school, courses taken in philosophy (or in women’s studies or another relevant field), and a brief paragraph on why you’re interested in taking the class. Admission decisions will be made shortly after registration period; there may be a wait list. Although there are no formal prerequisites for this class and all applications will be carefully considered, newcomers to the study of philosophy should be aware that the course will be pitched to accommodate the experience, needs, and commitment level of graduate students and advanced undergraduates. For more information or questions, please contact the instructor.

PJS 150-06   Gender, Sexuality and Human Rights in the Middle East  Atshan  12+w

This course will examine women’s rights and LGBTQ rights discourse and mobilizing in contemporary social movements across the Middle East. Theoretically, we will focus on gender and sexuality studies, global human rights studies, social movement theory. Students will be provided with an overview of the historical trends in the region as well as the global flow of ideas and political projects that have significantly impacted the resources, social capital, and collective action of groups such as women, gays, lesbians, and transsexuals. Additionally, we will examine the impact of the ‘Arab Spring’ on gender and queer justice and liberation for populations in the Middle East and the prospects for tolerance and pluralism in the region.

* REL 104 Feminist Theologies  Hutaff  H+tr

“Feminism,” says theologian Judith Plaskow, “is a process of coming to affirm ourselves as women/persons - and seeing that affirmation mirrored in religious and social institutions.” This course will survey the impact that the growth of feminist/womanist consciousness during the last four decades has had on the religious commitments of women, as well as on traditional religious institutions, beliefs, and practices. We will explore new approaches and methods which recent feminist scholarship has brought to the study of ancient religious texts and other historical sources, and will assess how the inclusion of women’s perspectives is challenging, enlarging, and enriching the craft of theology itself. Also to be considered: the rise of new women’s rituals and alternative spiritualities, and the relationship of religious feminism to other struggles for human dignity and liberation.

SOC 20   Family and Intimate Relations  Aymer  K+ mw

This course examines various arrangements defined as family in the United States and cross culturally. Diverse family arrangements and the socioeconomic conditions that support them will be studied and compared with ideal type, nuclear family forms that still dominate images of family life in the United States. Concepts and accompanying relations of cohabitation, motherhood, fatherhood, marriage, and the pros and cons of various family forms for specific groups such as poor and immigrant families and gay partners will be studied. The class will examine family distress caused by divorce, death, and family violence.
SOC 111       Making Social Change Happen     Ostrander  I+mw

(Cross-listed as PJS 111). Social change and social justice work often begins at the local level. Historic struggles of workers, racial-ethnic groups, women, immigrants, low income people, and others started in local communities. This course focuses on theories and practices of community-based activism and local grassroots organizing. Why and how do people organize? What are the limits and potential of grassroots organizing? How do grassroots efforts connect to larger social change and to politics?

SOC 149-07 Sexuality and Society      Neva-Coulter  J+t

The course is a broad overview of the sociology of sexualities. One of the core themes of the class is the relationship between sexuality and gender; seeking to understand the connection between discourses on sexuality and gendered inequality. It draws from feminist theory and contemporary feminist work to discuss the ways in which race, class, gender, religion, nationality etc. are encoded with sexual norms that construct difference and reify power dynamics.

SP 192-D Crafting Mexico Towards Art and Literature: The Early 1920s and the Impact on Daily Life 

This course offers an introduction to cultural history through the lenses of a promising era, the so called “Mexican Renaissance” of the 1920s, and will focus, particularly in the work of an American writer, Katherine Anne Porter (in her articles, short stories, her catalog of Mexican crafts and diaries) and how she dealt with the work and action of figures like Vasconcelos, Luis N. Morones, Best Maugard, Einseistein and others.

** WS 72 Introduction to Women’s, Gender, and Sexuality Studies  Surkan   K+mw

This interdisciplinary, undergraduate course surveys major issues in the interdisciplinary field of Women’s, Gender, and Sexuality Studies, which is an academic area of study focused on the ways that sex, gender, and sexuality manifest themselves in social, cultural, and political contexts. This semester you will become acquainted with many of the critical questions and concepts feminist scholars have developed as tools for thinking about gendered experience, within the U.S. and from a global or transnational perspective. In addition, we will study the interconnections among systems of oppression (such as sexism, racism, classism, ethnocentrism, homophobia/heterosexism, transphobia, ableism and others). In this course you will learn to “read” and analyze gender, exploring how it impacts our understanding of the world. Course materials will include “classic” and contemporary women’s studies scholarship from a variety of disciplines, as well as personal narratives of gendered lives. Topics covered include women and work, issues of women’s health and reproduction, sexuality, families, motherhood, globalization, activism and women’s political movements, body image and representation, and socialization.

WS 92 Rape Crisis & Recovery 

Brown     8+r

We will examine issues surrounding rape and domestic violence in the U.S. from a multi-disciplinary andcross-cultural perspective. We will address myths and facts: societal attitudes, including victim-blamingpatterns; post-traumatic syndrome, and the impact of rape and domestic violence on the survivor, theirloved ones, and the community at large. We will discuss crisis intervention theory and examine thestages of trauma that victims of violence experience, as well as their experience of MA medical and legal systems. The course material will cover campus and community resources for survivors and where to look for help when faced with past, present and/or future sexual violence. Students may elect to receive the MA State Certification for Rape Crisis Counseling through the completion of this course with perfect attendance.

WS 85-01 Topics in WGSS: Post-Stonewall Queer Literature and Culture 

Testa     N+tr

The Stonewall Riots of 1969 are often cited as the birth of the gay liberation movement and have thus taken on mythic proportions as the accepted starting point for a progressive narrative history of queer life. In many ways, the riots are an arbitrary marker (there were riots in other cities and notable events prior to Stonewall). And yet Stonewall is still cited as the event that changed everything for queers. Pre-Stonewall life supposedly meant closets and shame while post-Stonewall life was supposedly about pride and acceptance. By studying novels, poetry, drama, obituaries, films, art and essays by lesbian, gay, bisexual, transgender and genderqueer people from 1970 to today, this course will challenge the progressive narrative history of queer life, even as it traces the path of that history. How did images of “liberation” in the 1970s and onward measure against people’s continued experience of shame? While acknowledging the devastation caused by AIDS in the 1980s, in what ways was the epidemic generative for LGBT people? How did “old-fashioned”
perspectives on gender and sexuality among LGBTs in the 1990s resist the language and politics of queerness? What is the story we tell today of queer history, literature and culture?

WS 85-02   Topics in WGSS: Gender and Popular Media   Surkan   I+mw

This course examines representations of race, class, gender, and sexual identity in popular media. We will be considering issues of authorship, spectatorship, (audience) and the ways in which various media and “new media” content (film, television, print journalism, advertising, blogs, mashups, fan fiction and video, and social networking) enables, facilitates, and challenges these social constructions in society. In addition, we will examine how gender and race affects the production of media, and discuss the impact of new media and digital media and how it has transformed access and participation, moving contemporary media users from a traditional position of “readers” to “writers” and/or commentators. Students will analyze gendered and racialized language and embodiment as it is produced online in blogs and vlogs, avatars, and in the construction of cyberidentities. The course provides an introduction to feminist approaches to media studies by drawing from work in feminist film theory, journalism, cultural studies, gender and politics, and cyberfeminism.

WS 99    Women’s Studies Internship    Hofkosh    ARR

Gain experience, make connections, explore career opportunities working alongside individuals, agencies or organizations (private, non-profit, or government), political advocacy groups, or women’s social movements that impact the lives of women. Permission of Director

WS180    Independent Research in Women’s Studies    Hofkosh    ARR

Please contact the department for detailed information. Permission of Director

** WS 193 Women’s Studies Senior Project    Hofkosh    ARR

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. Permission of Director

WS 199 Women’s Studies Senior Honors Thesis    Hofkosh    ARR

Please contact the department for detailed information. Permission of Director

* 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.
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, Gender, and Sexuality 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 core 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:
   - ANTH 185 Globalization & Feminism
   - REL 104 Feminist Theologies
   - ED165 Educating Women & Girls
   - ENG 177 Feminist Literature and Theory
   - PHIL 48 Feminist Philosophy
   - SOC 30 Sex & Gender in Society
   - WS 73 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 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, Gender, and Sexuality 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.
There is an application process for GCWS courses. Applications are accepted until the enrollment deadline and are reviewed by the seminar instructors immediately following. Students will be notified of their final acceptance two to three days after the deadline. Students may apply after the deadline, pending available space in the class. Please call or email the GCWS at gcws@mit.edu for more information about application procedures, member institution cross-registration policies, or credit questions, and visit our web site: http://web.mit.edu/gcws. The complete course descriptions and faculty bios are below.

**FALL & SPRING: 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.

**SPRING**

**Motherhood and Mothering: Theory, Discourse, Practice, and Change**

SPRING: Wednesdays, 5:30 – 8:30 PM 1/30/13 – 5/8/13 Meets at MIT, Building and Room TBD

Motherhood is often lauded as the most important job, and Americans regularly talk about valuing family. However, as it tends to be women who are primarily responsible for caregiving in the family, the work is systematically devalued economically, socially, and legally. The gendered nature of mothering also has a profound influence on women’s and men’s lives outside of the family, especially at work. To explore the complex intellectual and practical issues contemporary American motherhood raises for feminist scholars, this course draws on the strengths of two disciplines—rhetoric and sociology—to examine motherhood as an intellectual concern, a social institution, and a site of competing discourses. The course structure interweaves theory, discourse, practice, and change as we explore a variety of approaches to motherhood and mothering as key theoretical concerns and as pivotal sites of women’s resistance, social action, and change.

**FACULTY**

D. Lynn O’Brien Hallstein is an Associate Professor of Rhetoric in the College of General Studies at Boston University. She is the author of White Feminists and Contemporary Maternity: Purging Matrophobia; is co-editor of Contemporary Maternity in an Era of Choice: Explorations into Discourses of Reproduction, which won the Organization for the Study of Communication, Language, and Gender’s 2011 Outstanding Book Award for an edited volume, and she has been published in Quarterly Journal of Speech, the Western Journal of Communication, Women’s Studies in Communication, Text and Performance Studies, Critical/Cultural Studies, National Women’s Studies Journal, Feminist Formations, and The Journal of the Association for Research and Mothering.

Ana Villalobos, Assistant Professor of sociology at Brandeis University, is a multiple award winning teacher with courses focusing on parenting, work and gender. Her research investigates mothering within social, cultural, and economic pressures, and she is currently completing a book entitled Motherload: “Making it all Better” in Insecure Times.
Gender and Poverty in the United States

This advanced reading seminar will engage students in analyzing the intersections of gender and poverty in the United States, and will explore commonly experienced dilemmas faced by those who study low-income America. Economic inequality and economic stressors other than poverty (e.g., unemployment, homelessness) will also be examined. Intellectual approaches from multiple disciplines, especially feminist approaches, to theorizing, measuring, and fighting poverty will be examined. The perspectives of those who are low-income and poor themselves will be highlighted. The course will weave discussions throughout about how these approaches relate to students’ training in various graduate programs.

FACULTY

**Randy Albelda** is a professor of economics and Senior Research Fellow at the Center for Social Policy at University of Massachusetts Boston. Her focuses are on economic policies affecting low-income women. Her coauthored books include *Glass Ceilings and Bottomless Pits; Unlevel Playing Fields* and *The War on the Poor.*

Deborah Belle is professor of psychology and director of the Women’s, Gender, & Sexuality Studies Program at Boston University. Her books include: *Lives in stress: Women and Depression, Children’s Social Networks and Social Supports,* and *The After-school Lives of Children: Alone and With Others while Parents Work.*

**Lisa Dodson** is a research professor of sociology at Boston College whose multi-method research focuses on women’s poverty, moral economy, and low-income work and family life. Her recent book *The Moral Underground* is based on eight years of research about economic hardship and everyday resistance.

Gender, Race, and the Complexities of Science and Technology

Science and Technology are relatively insulated from wider public deliberation -- art and literary criticism are familiar; but not “science criticism.” Yet there is a large body of social interpretation of science and technology, to which feminist, anti-racist, and other critical analysts and activists have made significant contributions. Building on this work, this course sets out to challenge the barriers of expertise, gender, race, class, and place that restrict wider access to and understanding of the production of scientific knowledge and technologies. In this spirit, students participate in an innovative, problem-based learning approach that allows you to shape your own directions of inquiry and re-engage with yourselves as avid learners and inquirers. At the same time as you are developing critical faculties as investigators you are also learning tools and processes for teaching and engagement with wider communities. In these inquiries students are guided by individualized bibliographies co-constructed with the instructors and by the projects of the other students. Students from all fields and levels of preparation are encouraged to join and learn about gender, race, and the complexities of science and technology.

FACULTY

**Anne Fausto-Sterling** is Nancy Duke Lewis Professor of Biology and Gender Studies in the Department of Molecular and Cell Biology and Biochemistry at Brown University and is a visiting scholar at the Women’s and Gender Studies Program at MIT in 2013. Her most recent book (Routledge, 2012) is entitled *Sex/Gender: Biology in a Social World.*

**Peter Taylor** is a Professor at UMass Boston, where he directs the graduate programs on Science in a Changing World and Critical and Creative Thinking. His teaching spans biomedical and environmental sciences, science and technology studies, critical pedagogy, and reflective practice. He is the author of *Unruly Complexity: Ecology, Interpretation, Engagement,* co-author of *Taking Yourself Seriously: Processes of Research and Engagement,* and co-editor of *Changing Life: Genomes, Ecologies, Bodies, Commodities.*