



Women's and Gender Studies

College of Arts and Sciences

Course Offerings and Descriptions

Graduate

Fall 2019

WGST 598-001 **CRN: 29551** **TR 2:50PM-4:05PM** **MANN**
LESBIAN, GAY, BISEXUAL, AND TRANSGENDER (LGBT) HEALTH

This course introduces students to health issues among lesbian, gay, bisexual, transgender, and queer (LGBTQ) populations with emphasis on the U.S. context. We take an interdisciplinary approach and examine measurement, theoretical, and methodological considerations in LGBTQ health research, and health disparities impacting LGBTQ populations. We consider the existing efforts to address such disparities while also collaborating to innovate new ideas and approaches. We read, discuss, and analyze detailed topics in LGBTQ health and examine how intersectional inequalities of race, ethnicity, class, gender, sexuality, age, and citizenship are related to health issues among LGBTQ populations.

WGST 598-002 **CRN: 30199** **MW 9:20AM-10:35AM** **ANDERSEN**
ADOLESCENT MENTORING

This course will be divided into two sections:

Part I: The first five weeks of the semester will be spent preparing you to provide quality service to at-risk youth. Classes during the training portion of the course will focus on training you in effective methods of intervention with at-risk adolescents. Topics include the characteristics and circumstances of adolescents that place them at risk, how theory informs potential approaches for improving the well-being of at-risk youth, working effectively with your mentee, the development of cultural humility, principles of responsible mentoring, and mentoring special populations of youth (e.g., academically at-risk students, youth in trouble with the law, youth with mental health needs). During this portion of the class, weekly quizzes and thought papers will be utilized to confirm your understanding of the course material.

Part II: Toward the end of the training portion of the class, you will be matched with student(s) from New Bridge Academy, and Wednesday classes will begin meeting at New Bridge Academy. Once the training has been completed, class begins to be solely based on mentoring and case responsibilities.

WGST 796-001 **CRN: 23120** **W 5:30PM-8:15PM** **BARKER**
SPECIAL TOPICS: ENGENDERING GLOBAL CAPITALISM

- How do debt, reciprocity, and redistribution structure social hierarchies?
- What is the significance of "women's work" to global capitalism?
- What was the relationship between the development of global capitalism and the European witch trials?
- Who wins and who loses from contemporary financial crises?
- How does microfinance affect poor women?
- How can we rethink precarious livelihoods in this age of ecological destruction and globalization?

WGST 796-002

CRN: 29781

T 6:00PM-8:30PM

LEE

SPECIAL TOPICS: THEORIZING DIFFERENCE/THEORIZING DESIRE

Do we desire that which is different from us, or the same? Why are we taught to celebrate and embrace “difference,” but most often in terms closer to sheer tolerance rather than attraction? Can difference—or sameness—be characterized as an ethical imperative? Politically, is difference a goal or an obstacle? How and where do we encounter the “other” in ways that change who we are? This course will probably not answer these questions tidily but will definitely bring them up over and over again, refining them through closely reading critical theory that spans psychoanalysis, queer theory, second/third-wave feminist thought, Black Studies, Asian American Studies, and postcolonial/anticolonial thought. Thinkers we may encounter together include Leo Bersani, Judith Butler, Anne Cheng, Jacques Derrida, Michel Foucault, Lewis Gordon, Julia Kristeva, Toril Moi, Tavia Nyong’o, Edward Said, Eve Sedgwick, Denise Ferreira da Silva, Kathryn Bond Stockton, and Cornel West.

WGST 796-003

CRN: 30173

T 4:25PM-7:10PM

IVASHKEVICH

SPECIAL TOPICS: POPULAR VISUAL CULTURE AND CRITICAL PEDAGOGY

In this course, we will examine essential writings on popular/visual culture and analyze a multitude of popular artifacts including TV shows, advertizings, theme parks, shopping malls, social media, and Internet with an emphasis on consumerism, sexism, racism, ableism, and other dominant cultural biases and inequalities embedded in these visual sites and narratives. We will also explore critical pedagogies of popular culture in public school and university classrooms and communities, and the strategies for engaging young people in radical awareness, action and making to disrupt the dominant cultural tropes.