



Women's and Gender Studies

College of Arts and Sciences

Course Offerings and Descriptions

Graduate

Spring 2021

B3WEB - Blended/Hybrid up to 49% Web

This code for sections that have both a face-to-face component and a web component (49% or less web component).

BWEB - Blended 50% or More Web

This code for sections that have both a face-to-face component and a web component (50% or greater web component).

DWEB - 100% Web Asynchronous

This code for sections that are taught 100% on the web in an asynchronous format (students complete learning activities and assignments at whatever time is convenient for them as long as they meet course deadlines).

DWEBS - 100% Web Synchronous (*new code*)

This code for sections that are taught 100% on the web in a synchronous format (students are required to participate in online meetings or lectures at specific days and times).

DWEBM - 100% Web Mix Async & Sync (*new code*)

This code for sections that are taught 100% on the web with a mix of asynchronous and synchronous components (students are required to participate in online meetings or lectures at specific days and times, but also complete some learning activities and assignments at whatever time is convenient for them as long as they meet course deadlines).

TRAD - Face-to-Face Instruction

This code for sections that are taught 100% in a face-to-face format.

WGST 551-001 CRN: 55894 DWEBM T/TH 10:05AM-11:20AM 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 Thursday 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 701-001 CRN: 43802 DWEBS W 5:30PM-8:00PM BARKER
FEMINIST THEORIES & EPISTEMOLOGIES

Examination of feminist theories and epistemologies from diverse disciplines and intellectual movements, providing an overview of historical developments in feminist discourse. Emphasis on debates surrounding such concepts as gender, identity, difference, power, and embodiment.

WGST 796-001 CRN: 50895 DWEBM TH 6:00PM-8:45PM MADDEN
QUEER TIMES, IRISH TIMES

In this course, we will be thinking about time and temporality at the intersection of three theoretical discussions: J. Jack Halberstam and other theorists on queer time, David Lloyd on Irish time, and Caroline Levine on rhythms as cultural forms. We will focus primarily, but not exclusively, on Irish texts of the 20th and 21st centuries. Following Halberstam's claim that queerness can open up new life narratives that are characterized by "strange temporalities" and "eccentric life schedules," we will ask, as we examine these texts, how they fit, resist, exceed, ignore, or queer cultural norms. In addition, we will attend to the layered times of Irish culture (Lloyd) and the rhythms of cultural, institutional, and social norms (Levine). Among the texts we will consider will be novels by Emma Donoghue, Keith Ridgway, as well as poetry, film, and popular culture. Grades will be based on weekly response papers, an analysis paper, and a final project. While this class falls at the intersection of queer studies and Irish studies, grounding in either field is not required.

Meets with ENGL 803

WGST 796-002 CRN: 55896 DWEB WONG
INTERVIEW METHODS

In this course students will design and conduct a research project using qualitative interview methods. First, students will learn how to pose appropriate research questions that can be answered with in-depth interview data. Then, students will select an appropriate interview sample and design an interview guide. Next, students will practice virtual and in-person face-t-face interviewing techniques. Finally, students will learn qualitative coding skills, produce an analysis, and write up findings in a format appropriate for a scholarly journal. The class will conclude with a research symposium in which students present their findings. Throughout the course students will also read exemplary research highlighting class topics, ethics, and reflexivity. Grades are based on intermediate assignments building up to the final written research project.

Meets with SOCY 729

WGST 796-003 CRN: 55898 BWEB M 8:30AM-11:15AM AUGUSTINE
SOCIOLOGY OF THE FAMILY

This course aims to engage in contemporary sociological debates about the state of modern families, with a focus on U.S. families and sociological research produced by U.S. family scholars. To do so, we will address five broad questions, in particular:

- 1) How and why do men and women arrange themselves into different familial arrangements and how have these arrangements, as well as the processes that precede and characterize them, changed over the past several decades?
- 2) How does gender constrain and structure men and women's family lives, particularly in terms of their caregiving behaviors and the ability to negotiate work-family conflicts?

- 3) How do race, class, and sexuality shape various dimensions of family life, including parenting, the division of labor, the provision of emotional support, and access to resources needed to support family members?
- 4) How have policies responded—or not responded—to these issues, and what potential policy solutions might exist to address some of them?
- 5) How have scholars and public rhetoric framed discussions on the state of today’s families, and how would you characterize both these discussions, as well as your own view on the state of today’s families?

Meets with SOCY 746

WGST 796-004 CRN: 55899 DWEBM T/TH 11:40AM-12:55PM CORIALE
THE BRONTES

In this seminar, we will explore the novels of Charlotte, Emily, and Anne Bronte alongside the poetry, art, and fiction they produced independently and collaboratively over the course of their lives. We will begin with the complex works they made as young girls, including miniature handwritten storybooks, pencil sketches and watercolors, and fictional stories. As we trace their professional development, we will consider the difficulties they faced as young women wading into the patriarchal culture of London’s literary circles and print market. As we read their major novels, we will work to complicate what Lucasta Miller calls “the Bronte myth,” which continues to shape popular representations of Charlotte, Anne, and Emily today, and develop a more sophisticated understanding of how the Brontes’s lived experiences informed their writing. For example, we will consider how their gender and social class shaped their novels, which represent women’s desires and professional ambitions; their experiences of courtship, marriage, domesticity, and childrearing; their traumatic experiences of domestic violence and verbal abuse; their resilience and resistance to the influence of patriarchal institutions and authorities; and their investment in the restorative qualities of education, art, writing, travel, and sisterhood. Finally, we will consider the aesthetics of the Brontes’s fiction, surveying the distinctive styles they crafted and the formal innovations they made the novel as genre, and explore interpretations of their works by filmmakers and postcolonial writers.

Meets with ENGL 709

WGST 797-001 CRN: 42332 DWEBS M 4:40PM-7:25PM MITCHEM
SEMINAR IN WOMEN’S STUDIES

A capstone seminar applying women’s studies theories and methodologies to professional or discipline-based research projects.

Prerequisite(s): WGST 701