**Spring 2024 Women’s & Gender Studies Course Brochure**

In Fall 2022 WGS launched a new structure for the major. If you declared the major in Fall 2022 or thereafter, the SECOND listing of requirements below is relevant to you. If you have declared your major prior to Fall 2022, then the FIRST listing of requirements below is relevant to you. And, if you are in a previous catalog year (prior to Fall 2022) you may change your catalog year if you choose. We recommend that you make an advising appointment with Dr. Ravalico or Dr. Dominguez prior to doing so.

**Catalog PRIOR to Fall 2022: Requirements for the Major in Women’s & Gender Studies:** 33+ semester hours, that must include:

1. **WGST 200:** Introduction to Women’s & Gender Studies
2. **WGST 401:** Capstone in Women’s & Gender Studies (taken spring semester of a student’s senior year)
3. **Experiential Learning Component** (student may choose a minimum of one of the following to complete this requirement):
4. Complete **3 credits in the Political & Social course category.**
5. Complete **3 credits in the Historical & Global course category.**
6. Complete **3 credits in the Culture & Representation course category.**
7. Complete **3 credits in the Mind & Body course category.**
8. Take **an additional 12 credits in WGS** from any of the four course categories listed in 4-7.

**Catalog Fall 2022 and beyond: Requirements for the Major in Women’s & Gender Studies:** 33+ semester hours, that must include:

1. **WGST 200:** Introduction to Women’s & Gender Studies
2. **WGST 250:** Approaches to Research and Practice in WGS **(NEW COURSE)**
3. **WGST 401:** Capstone in Women’s & Gender Studies (taken spring semester of a student’s senior year)
4. **Experiential Learning Component** (student may choose a minimum of one of the following to complete this requirement):
5. Complete **6 credits in the Social & Behavioral Sciences course category.**
6. Complete **6 credits in the Arts & Humanities course category.**
7. Complete **an additional 9 credits in WGS** from any of course approved to count in WGS, including those that are explicitly **electives**.

**Requirements for the Minor in Women’s & Gender Studies:** 18 semester hours, which must include:

1. **WGST 200:** Introduction to Women’s & Gender Studies (to be taken early in the minor, preferably as one of the first 3 courses)
2. An **additional 15 courses in WGST classes or classes cross-listed with Women’s & Gender Studies**.

***\**** *NOTE****:*** *No more than two courses may be taken in any single discipline except those courses designated as WGST.*

*Certain “Special Topics” courses from the various departments may also be counted towards the minor or major requirements. Please consult the instructor or the director of the Women’s and Gender Studies Program.*

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**Spring 2024 Women’s & Gender Studies Courses**

**NOTE: This schedule is subject to change. Always check MyPortal for the latest information.**

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|  | | **CRN** | **Course** | **Title** | **Detailed Information** |
|  | |  | WGST 200 | Intro to Women’s & Gender Studies | Multiple sections |
|  |  |  |  | **Required for the major, if you declare the major in the 2022-23 catalog year. Serves as an elective otherwise** |  |
|  | | 21039 | WGST 401 | Capstone in Women’s & Gender Studies | M, 4-6:45, Cristina Dominguez |
| **Experiential Learning required for the major**  **Study Abroad relevant to WGS (as approved by the WGS Director)\***  **\* Students who have completed the Experiential Learning requirement via an approved study abroad experience (versus a credit earning course) will also need to complete an additional 3 credit hours selected from among the courses listed below to reach the required hours in the major.** | | | | | |
|  |  |  | WGST 328 | Directed Undergraduate Research | Email WGS Director Lauren Ravalico if interested |
|  |  |  | WGST 338 | Community-based Learning | Email WGS Director Lauren Ravalico if interested |
|  |  |  | WGST 381 | Women’s & Gender Studies Internship | Email WGS Director Lauren Ravalico if interested |
|  |  |  | WGST 400 | Independent Study | Email WGS Director Lauren Ravalico if interested |
| **Pre-2022 Catalog** | **2022-23 Catalog** | **CRN** | **Course** | **Title** | **Detailed Information** |
| P&S | S&BS | 23553/  23170 | WGST 321/  POLI 339 | ST: Gender, Politics, & Leadership | MW, 2-3:15, Lynne Ford |
| P&S | S&BS | 22030 | WGST 321 | ST: How to Change the World: Putting Activism Theory into Practice | Online with scheduled meetings, TR, 1:40-2:55, Alison Berk |
| P&S | A&H | 22031/  21978 | WGST 323/ LACS 320 | ST: Latin American Feminists & Human Rights | Online, Malia Womack |
| P&S | S&BS | 23204 | WGST 330 | Global Feminisms | TR, 9:25-10:40, Julia McReynolds Pérez |
| P&S | S&BS | 23206 | WGST 350 | Gender, Violence, & Prevention | Online, Malia Womack |
| C&R | A&H | 22035/  21681 | WGST 323/  AAST 300 | ST: Intersections of Spirituality, Anti-Racism, Social Justice, and Practice | TR, 10:50-12:05, Drisana McDaniel |
| C&R | A&H | 23118/  23083 | WGST 120/ENGL 190 | Introduction to Disability Studies | MWF, 1-1:50, Kathleen Béres Rogers |
| C&R | A&H | 23203/  20685 | WGST 323/  COMM 410 | ST: Feminist Film Theory | MWF, 11-11:50 & M, 12-12:50, Caroline Guthrie |
| C&R | A&H | 23218/  21284 | WGST 323/  COMM 410 | ST: Examining Hollywood Film | MWF, 1-1:50 & W, 2-2:50, Caroline Guthrie |
| M&B | Elective | 23205 | WGST 335 | Sexuality of Childbirth | Online, Sarah Holihan-Smith |

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| P&S | S&BS | 21402 | ENVT 363 | Race, Gender, & Environment | TR, 9:25-10:40, Drisana McDaniel |
| P&S | S&BS | 23463 | MGMT 308 | Managing Diversity | TR, 12:15-1:30, Renard Harris |
| P&S | S&BS | 20211 & 21240 | SOCY 103 | Sociology of the Family | MWF 10-10:50 & 11-11:50, Eunice Von Bakanic |
| P&S | S&BS | 21350 | SOCY 106 | Sociology of Peace | Online, Reba Parker |
| P&S | S&BS | 23517 | SOCY 320 | Sociology of Mental Health & Illness | TR, 10:50-12:05, Sarah Hatterberg |
| H&G | S&BS | 21301 | HONS 230 | Bombs, Bolsheviks, and Birth Control: Jews and the Radical Left | MWF, 12-12:50, Ashley Walters |
| H&G | A&H | 20479/  23528 | THTR 318 | History of Fashion & Manners | TR, 9:25-10:40 & 10:50-12:05, Jonathan Wentz |
| H&G | S&BS | 20689 | POLI 350 | Global Gender Politics | TR, 10:50-12:05, Hollis France |
| C&R | A&H | 23420 | AAST 300 | ST: Black Sexual Politics | TR, 3:05-4:20, Antron Mahoney |
| C&R | A&H | 23421 | AAST 300 | ST: Black Love, Black Protest, & the Writings of James Baldwin | TR, 9:25-10:40, Mari Crabtree |
| C&R | A&H | 22000 | AAST 300 | ST: Major Authors: “The GOAT” - Toni Morrison | MW, 3:25-4:40, Kenneth Johnson II |
| C&R | A&H | 22001 | AAST 360 | Mass Incarceration & Its Roots | TR, 1:40-2:55, Mari Crabtree |
| C&R | A&H | 21630 | ENGL 390 | ST: Alfred Hitchcock | TR, 1:40-2:55, John Bruns |
| C&R | A&H | 23245 | PHIL 275 | Feminist Theory | MWF, 1-1:50, Andrew Garnar |
| M&B | S&BS | 21151 | HEAL 217 | Human Sexuality | TR, 12:15-1:30, TBD |
| M&B | S&BS | 21035 | PSYC 330 | Psychology of Prejudice & Discrimination | TR, 10:50-12:05, Vincent Spicer |

There is both a major and minor in Women’s & Gender Studies for those with a serious interest in the intersections of gender, class, race, ethnicity, age, religion, ability, and sexuality. If you would like to learn more about the WGS major or minor, please speak with your WGS professor or with Dr. Lauren Ravalico (ravalicold@cofc.edu). You can also find helpful resources for students at [our website](https://wgs.cofc.edu) or at our program blog, [*WGS Connect*](http://blogs.cofc.edu/wgsconnect/).

**Catalog for anything prior to Fall 2022 Catalog for Fall 2022 and beyond**

**P&S** – Political and Social Organization S&BS – Social & Behavioral Sciences

**H&G** – Historical and Global Perspectives A&H – Arts & Humanities

**C&R** – Culture and Representation Electives

**M&B** – Mind & Body

**Spring 2024 Course Descriptions**

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| **REQUIRED (major & minor)** | **WGST 200.01 - 16** | **Introduction to Women’s & Gender Studies** | Multiple Instructors (see course list), Multiple sections |
| This is an interdisciplinary course designed to explore the rich body of knowledge developed by and about women and gender. We study gendered structures and their consequences in contemporary cultures and societies. In addition, we examine feminist theories and relevant social movements. Also satisfies a General Education Humanities requirement. | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **REQUIRED** (major) | **WGST 401.01** | **Capstone in Women’s & Gender Studies** | Cristina Dominguez, M 4:00-6:45 | | *(Required for the WGS major for ALL WGS majors; open to minors)* An intensive reading and writing seminar open to seniors pursuing a major or minor in Women's and Gender Studies. This course will create a synthesis of their studies in the field and deepen their skills in WGST research. Interdisciplinary topics will vary, but the curriculum will emphasize current research. | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **MEETS EXPERENTIAL LEARNING REQUIREMENT**  (major) | **WGST 328** | **Directed Undergraduate Research (1-4 credit hours)** | Email WGS Director Lauren Ravalico if interested | | This course is designed to provide you with the guidance and tools to conduct original research “in the field” on a topic of your choice. This course provides students with research practicum experience. Students will engage in all aspects of a qualitative research project to investigate the assigned topic. Specifically, students will engage in research design, data collection, data analysis and writing of results. Students will also engage in contextual readings about the topic, research methods, and concerns related to research ethics. This course will utilize a mixture of lecture, discussion, and hands-on learning. **Prerequisite(s):** Junior rank or higher, [WGST 200](https://catalog.cofc.edu/preview_program.php?catoid=25&poid=5332&returnto=1266#tt8130) **Course Frequency:** Fall and Spring **Repeatable:** May be repeated for credit when course content varies. | | | |  |  |  |  |  | | --- | --- | --- | --- | | **MEETS EXPERENTIAL LEARNING REQUIREMENT**  (major) | **WGST 338** | **Community-based Learning (1-4 credit hours)** | Email WGS Director Lauren Ravalico if interested | | Community-based learning is a teaching-learning strategy that combines community service with classroom learning. The benefits of this kind of experiential learning is that, when done effectively, it greatly enhances the educational experience for students and teachers, and provides benefits for the college/university and community.  It teaches civic responsibility, the importance of strong communities, social advocacy and it promotes learning through active participation in community-based experiences. Each student enrolled in the class will complete a certain number of hours of service advocacy over the term according to the number of credit hours of the course (credit hours are variable).  Your grade will be a combination of completion of hours, agency/organization evaluation of your efforts, as well as an individual grade assigned by the professor on my assessment of your completion of assignments. **Prerequisite(s):** Junior rank or higher, [WGST 200](https://catalog.cofc.edu/preview_program.php?catoid=25&poid=5332&returnto=1266#tt6157) **Course Frequency:** Fall and Spring **Repeatable:** May be repeated for credit when course content varies. | | | |  |  |  |  |  | | --- | --- | --- | --- | | **MEETS EXPERENTIAL LEARNING REQUIREMENT**  (major) | **WGST 381** | **Women’s & Gender Studies Internship (1-4 credit hours)** | Email WGS Director Lauren Ravalico if interested | | An opportunity for students to integrate research with social activism through supervised field placement in areas related to the study of women and gender. Students will produce specific assignments that reflect agreed upon learning goals under the direction of the director of women’s and gender studies or a program faculty member. **Course Frequency:** Occasional **Repeatable:** May be repeated for credit when course content varies. | | | |  |  |  |  |  | | --- | --- | --- | --- | | **MEETS EXPERENTIAL LEARNING REQUIREMENT**  (major) | **WGST 400** | **Independent Study (1-4 credit hours)** | Email WGS Director Lauren Ravalico if interested | | Individually supervised readings and study of some work, problem, or topic in women’s and gender studies of the student’s interest.  **Prerequisite(s):** Permission of the instructor. **Course Frequency:** Occasional **Repeatable:** May be repeated for credit when course content varies. | | | | | | | |
| Political & Social | **ENVT 363.01** | **Race, Gender, & Environment** | Drisana McDaniel, TR 10:40-12:05 |
| Social & Behavioral |
| This course will explore environmental crises that disproportionately affect under-resourced communities and communities of color. The course centers the contributions of African Americans, Indigenous peoples, women of color and feminists to examine the ways in which interlocking social forces of oppression such as racism, sexism and settler-colonialism shape ecological problems. | | | |
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| Political & Social | | **MGMT 308.01** | **Managing Diversity** | Renard Harris, TR 12:15-1:30­ |
| Social & Behavioral | |
| This course will examine demographic diversity in today’s global environment. It will begin by exploring global emigration, immigration and refugee issues from an international business perspective. Specific national or regional business cultures and differing perspectives on gender, family, age, ethnicity and treatment of the disabled will also be examined through case studies, readings and role playing. The course will subsequently examine the effects of diversity on international corporate structure and behavior and demonstrate, through case studies and guest speakers, how proactive businesses have adapted to changes in demographic diversity and gained a competitive advantage. **Prerequisite(s):** Junior rank or higher | | | | |

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| Political & Social | **SOCY 103.01-02** | **Sociology of the Family** | Von Bakanic, Online, two sections (see course list) |
| Social & Behavioral |
| An analysis of the family in its social context. Emphasis placed on how socio-cultural factors influence social interaction within families, on social change effects on families and on the relationship of families to the total social system. | | | |

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| Political & Social | **SOCY 106.01** | **Sociology of Peace** | Reba Parker, Online |
| ­­Social & Behavioral |
| This course examines the world through a sociological lens as students discover the making of a Culture of Peace. This class focuses on areas and practices of inter-cultural cooperation, positive peace, global transformation, non-violent communication, conflict resolution, restorative justice, and community peace-building. | | | |

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| Political & Social | **SOCY 320.01** | **Sociology of Mental Health & Illness** | Sarah Hatterberg, TR 10:50-12:05 |
| Social & Behavioral |
| This course examines mental health and illness using sociological theories and research. Students will learn how mental illness is defined and measured, examine the social factors that are associated with mental health and illness, and evaluate personal, community, and societal responses to mental illness. Students will explore mental illness as a social phenomenon and learn how mental illness is treated within the American health care system.  **Prerequisite(s):** [SOCY 101](https://catalog.cofc.edu/preview_program.php?catoid=25&poid=5332&returnto=1266#tt9286) or [HONS 167](https://catalog.cofc.edu/preview_program.php?catoid=25&poid=5332&returnto=1266#tt7859) or [SOCY 102](https://catalog.cofc.edu/preview_program.php?catoid=25&poid=5332&returnto=1266#tt6520) | | | |

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| Political & Social | **WGST 321.01/POLI 339.01** | **ST: Gender, Politics, & Leadership** | Lynne Ford, MW 2-3:15 |
| Social & Behavioral |
| This course will consider gendered constructions of leadership in the context of organizations and politics by looking at behaviors, stereotypes, structures, and cultures that support or inhibit gender equality. How is access to top leadership roles regulated by gendered norms? Course material will include research from a variety of disciplines, as well as autobiographies and personal narratives. Students will have the opportunity to develop stronger leadership and civic skills through hands-on activities in the course. | | | |
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| Political & Social | **WGST 321.02** | **ST: How to Change the World: Putting Activism Theory into Practice** | Alison Berk, Online with scheduled meetings, TR 1:40-2:55 |
| Social & Behavioral |
| For most of the United States' history, college students have been successfully (and unsuccessfully) organizing and engaging in social movements on campuses across the country. Now, maybe more than ever since the Vietnam War, given the current socio-political environment in the United States and globally, college students are in a position to be true social change-makers. However, in order to do so, exploring what makes an effective and successful social movement, basic social impact skills, and developing an understanding of and commitment to addressing social issues is and will continue to be, essential to being able to effectively communicate the needs, accomplishments, challenges, and expectations of both individuals and communities.  This course acknowledges that mainstream feminism as a movement has historically included racist, homophobic, xenophobic, ageist and transphobic rhetoric. Given that, we will explore a wide breadth of social movements from a critical feminist theoretical lens and actions, both contemporary and historical, that are intersectional and inclusive in nature and seek to understand what contributes to their "success" or "failure" in order to better prepare students to advocate for themselves and their communities when they notice social injustice. | | | |

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| Political & Social | **WGST 323.01/**  **LACS 320.01** | **ST: Latin American Feminists & Human Rights** | Malia Womack, Online asynchronous |
| Arts & Humanities |
| International human rights are designed based on the ideology that all people deserve basic rights because of their shared humanity.  However, Latin American feminists commonly argue that the international human rights processes are rife with inequalities at the local, transnational, and global levels, are not effectively enforced, are resources for Western imperialism, and are Western and male centric.  This class problematizes human rights failures.  In particular, the class explores how human rights treaties and operations (in their present form) cannot adequately address the complexity of lived experiences, diversity, and intersectionality.  This course documents how feminists throughout Latin America have mobilized against colonialism, poverty, gender discrimination, and other inequalities by engaging in domestic as well as transnational activism around international human rights.  Latin American feminists have unrelentingly promoted equality and are transforming how human rights are understood throughout Latin America and the world. | | | |

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| Political & Social | **WGST 330.01** | **Global Feminisms** | Julia McReynolds Pérez, TR 9:25-10:40 |
| Social & Behavioral |
| This course will examine feminist movements and the development of feminist theory in a diverse global context. We will learn about how the global women’s movement and transnational feminist networks are responding to injustices and inequalities around the world. Students will be challenged to think critically about the impact of social norms, structural constraints, institutional arrangements, and public policies on the lived experiences of individuals around the world, as they are shaped by an individual’s gender, race, nationality, and social class position. Topics may include reproductive rights, global economic inequality, gender violence, social movements, and sex trafficking and sex work. | | | |

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| Political & Social | **WGST 350.01** | **Gender, Violence, & Prevention** | Malia Womack, Online asynchronous |
| Social & Behavioral |
| This course is an in-depth study of gendered violence, with an applied component. Topics include intimate partner violence, sexual assault, sexual harassment, and violence on a global scale. We focus on problems and solutions, including prevention. Examines violence on an institutional, symbolic, and individual level, interrogating the “personal as political,” and exposing underlying power structures. | | | |

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| Historical & Global | **HONS 230.02** | **Bombs, Bolsheviks, and Birth Control: Jews and the Radical Left** | Ashley Walters, MWF 12-12:50 |
| Social & Behavioral |
| From the publication of the Communist Manifesto in 1848 and the 1917 Russian Revolution, to twentieth-century American labor organizing and the emergence of feminist politics around the globe, Jews have played an outsized role in leftist political movements. This class is organized around a central question of why Jews tend to be disproportionately drawn to the radical Left and what role—if any—religion, culture, class, gender, and race, in addition to a long history of civil and social discrimination against Jews have played in Jewish politics. This course will also explore modern anti-Semitic tropes by considering popular perceptions of Jews as communists and conspirators in the rhetoric of Nazi Germany, McCarthyism, and the contemporary alt-right. | | | |

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| Historical & Global | **THTR 318.01-2** | **History of Fashion & Manners** | Jonathan Wents, TR 9:25-10:40 & 10:50-12:05 |
| Arts & Humanities |
| This course will allow the student to develop an overview and recognition of Western costume and fashion from pre-history to the present. Through lecture, discussion and research, the course will examine the social, political and practical influences upon dress and mannerism. | | | |

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| Historical & Global | **POLI 350.01** | **Global Gender Politics** | Hollis France, TR 10:50-12:05 |
| Social & Behavioral |
| What counts as female? What counts as male? Where did our ideas about femininity and masculinity come from? Do we all answer these questions in the same way? How do we make connections among women, and across place and time? | | | |

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| Culture & Representation | **AAST 300.01** | **ST: Black Sexual Politics** | Antron Mahoney, TR 3:05-4:20 |
| Arts & Humanities |
| This course will explore the role and relationship of gender and sexuality in the formation of historical and contemporary racism as well as anti-racist black politics. The course will pay particular attention to black subjectivity, such as what bodies or embodiments are il/legitimized politically and to what effect? Thus, the course primary objectives are 1) to examine black subjectivity in black politics through the historical conception and contemporary significance of respectability, dis-respectability, and deviance; 2) to familiarize students with lesser-known black gender histories; and 3) to critically analyze various social texts, media, and ideologies. | | | |

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| Culture & Representation | **AAST 300.02** | **ST: Black Love, Black Protest, & the Writings of James Baldwin** | Mari Crabtree, TR 9:25-10:40 |
| Arts & Humanities |
| The literary and cultural icon James Baldwin was a prophetic and radical voice for racial justice at the height of the Civil Rights Movement and in its aftermath. This seminar examines Baldwin primarily as a writer through his essays, novels, and plays, but also analyzes his role as a ‘witness’ to the Black freedom struggle in the US and abroad. Major themes in the course include race and sexuality, expatriate life, history and memory, impiety (religious and otherwise), and the role of the artist in public life. Reading assignments from his body of work will be paired with critical texts and films by his contemporaries and scholars from Audre Lorde, Toni Morrison, and Ralph Ellison to David Leeming, Raoul Peck, and Douglas Field. Discussions and essay assignments will provide students with an opportunity to closely analyze Baldwin’s work while offering a lens to understand and confront issues of power and justice in our times.    The course includes three weeks specifically on how Baldwin grapples with the intersection of race with gender and sexuality, including reading *Giovanni’s Room* and essays he wrote about being Black and gay, an interview between Nikki Giovanni and James Baldwin, and an interview between Audre Lorde and James Baldwin. Other texts that we read also touch on gender and sexuality, in particular his first novel, *Go Tell It on the Mountain*, and a short story, “Going to Meet the Man.” Let me know if Lauren has any questions about the course. | | | |

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| Culture & Representation | **AAST 300.03/ WGST 323.02** | **ST: Intersections of Spirituality, Anti-Racism, Social Justice, and Practice** | Drisana McDaniel, TR 10:50-12:05 |
| Arts & Humanities |
| This course explores dimensions of spirituality and healing in relationship with how we collectively meet the challenges of these times. Rethinking what it means to act for change, students will consider the limitations of modernity to determine how a relational approach to social transformation may be generative. | | | |

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| Culture & Representation | **AAST 300.04** | **ST: Major Authors - Toni Morrison** | Kenneth Johnson II, MW 3:25-4:40 |
| Arts & Humanities |
| There are few American authors with a canon of work comparable to Toni Morrison. Arguably the greatest American writer of all time, Morrison’s canon spans decades, tracing lineages of Black life and intimately and profoundly discussing issues of race, capitalism, gender, identity, and community. Beyond her groundbreaking work as a novelist, essayist, and cultural critic, Morrison’s legacy exists as one who “made space” – as an editor, she is known for publishing many well-known Black authors, providing platforms to amplify a variety of Black voices.  This semester, students will dive into the work of “The GOAT.” Anchored by the most important book of the 20th century, the Nobel Prize-winning novel Beloved, this semester’s discussion of Morrison will include novels, short fiction, documentaries, interviews, and literary/cultural criticism. Through texts like The Bluest Eye, Sula, “Recitatif,” and Playing in the Dark, students will discuss Morrison’s impact on American literature and culture. | | | |

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| Culture & Representation | **AAST 360.01** | **Mass Incarceration & Its Roots** | Mari Crabtree, TR 1:40-2:55 |
| Arts & Humanities |
| Between 1972 and 2012, the U.S. prison population increased nearly sevenfold to an astonishing 2.23 million people, and the policies behind these numbers have disproportionately impacted African Americans and Latinos. Given these trends, mass incarceration is emerging as this generation’s civil rights issue. The imperative to confront the injustice in the criminal punishment system is as real as it is immediate, for maintaining the status quo carries devastating consequences: the growth of economic inequalities, the erosion of the democratic process, persistent gendered and racialized violence, and the reification of insidious racial stereotypes. This course uses an interdisciplinary framework to examine the major contours of the problem: its precursors, origins, consequences, and solutions. | | | |

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| Culture & Representation | **ENGL 390.01** | **ST: Alfred Hitchcock** | John Bruns TR 1:40-2:55 |
| Arts & Humanities |
| This course studies the connections between gender and knowledge, culture, and social practice. We will explore this through looking at a wide range of topics.  We will examine topics including: how has feminism been defined? What is the nature of gender and how is it related to race, class, sexuality, and gender identity?  How does women’s oppression operate? What is the significance of the body in feminist theory?  What interventions should feminism make in ethics and epistemology?  What are feminist visions for the future?  Our readings will address these questions from a variety of different feminist theorists.  Through in class discussion and several papers, students are expected to develop and defend their own views. | | | |

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| Culture & Representation | **PHIL 275.01** | **Feminist Theory** | Andrew Garnar, MWF 1-1:50 |
| Arts & Humanities |
| This course studies the connections between gender and knowledge, culture, and social practice. We will explore this through looking at a wide range of topics.  We will examine topics including: how has feminism been defined? What is the nature of gender and how is it related to race, class, sexuality, and gender identity?  How does women’s oppression operate? What is the significance of the body in feminist theory?  What interventions should feminism make in ethics and epistemology?  What are feminist visions for the future?  Our readings will address these questions from a variety of different feminist theorists.  Through in class discussion and several papers, students are expected to develop and defend their own views. | | | |

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| Culture & Representation | **WGST 120.01/**  **ENGL 190.02** | **Introduction to Disability Studies** | Kathleen Béres Rogers, MWF 1-1:50 |
| Arts & Humanities |
| Did you know that the word “normal” only entered the dictionary in the mid 19th century? This course takes on the premise that, much like race and gender, disability is socially constructed. It is a term that did not always exist: a term that takes on a different valence in various times and cultures. Even what we define as a disability is not a constant. Is chronic illness, for example, a disability? What about mental illness? What about fat? And what happens when disability is intersectional, engaged with other constructs like race and gender? By engaging with articles in the Disability Studies Reader, written through the lens of history, literary theory, and sociology, we will explore these questions together. | | | |

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| Culture & Representation | **WGST 323.03/**  **COMM 410.03** | **ST: Feminist Film Theory** | Caroline Guthrie, MWF 11-11:50 & M 12-12:50 |
| Arts & Humanities |
| In this class, students will learn how intersectional feminist frameworks can be used to examine ideology and identity in American films. We will cover a variety of methods and perspectives for considering questions of representation, including genre, spectatorship, and psychoanalysis. Throughout the semester, we will view films that in some way identify themselves as serving women's interests and explore the question of what makes a movie “feminist.” In addition to developing writing styles and argumentation skills, students will gain practice in constructing analysis around the politics of representation and cinema. | | | |

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| Culture & Representation | **WGST 323.04/**  **COMM 410.02** | **ST: Examining Hollywood Film** | Caroline Guthrie, MWF 1-1:50 & W 2-2:50 |
| Arts & Humanities |
| In this class, students will study the history and movies of classic Hollywood in order to gain a thorough understanding of film as an art form, “Hollywood” as a cultural institution, and the ideological frameworks within and around cinema. Students will study both the stylistic elements that go into the making of film as well as a variety of theoretical frameworks of film criticism. In addition to broader questions of film as a form, the course will equip students to analyze media representations of gender, race/ethnicity, and genre. | | | |

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| Mind & Body | **HEAL 217.01** | **Human Sexuality** | TBD, TR 12:15-1:30 |
| Social & Behavioral |
| The format focuses on providing information necessary for establishing a sound knowledge base on topics including sexual anatomy and physiology, birth control, basic psychological concepts of sexuality, sexually transmitted infections, family planning and parenting. The information is presented in relation to the decision-making process as applied to understanding one’s own and others’ sexuality. | | | |
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| Mind & Body | **PSYC 330.01** | **Psychology of Prejudice & Discrimination** | Vincent Spicer, TR 10:50-12:05 |
| Social & Behavioral |
| This course offers an examination of stereotypes, prejudice, and discrimination, their relationships and relevant theories. Challenges that people face in their personal efforts to reduce their own prejudices will be examined. Finally, students will appraise organizational strategies for reducing prejudice and discrimination and examine the debate on affirmative action. **Prerequisite(s):** [PSYC 103](https://catalog.cofc.edu/preview_program.php?catoid=25&poid=5332&returnto=1266#tt1394) or permission of the instructor | | | |

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| Mind & Body | **WGST 335.01** | **Sexuality of Childbirth** | Sarah Holihan-Smith, Online asynchronous, |
| Elective |
| This course examines the sexuality of pregnancy and birth in the context of feminist thought and theory by carefully studying the medical model of birthing and comparing this with the midwifery model of birthing. Medicalized childbirth tends to dissociate sexuality from the experience of birth, and a cultural anxiety around childbirth points to a larger anxiety about female sexuality in general. But a vaginal birth happens through female genitalia and needs to be understood physiologically as a sexual event. Childbirth really can be transformative, even positive and pleasurable: erotic, ecstatic, and orgasmic, yet currently in the United States there is so little education or exposure to pregnancy and childbirth in our culture, and the media tends to portray birth as a gruesome medical emergency. Here we will explore how supportive care potentially plays a key role in easing the physical, emotional, and psychological transition to motherhood while situating childbirth as a place of radical feminist discourse. | | | |

\* Please note that you will be asked for information about *Special Topics* (ST) courses listed in *other* departments after the add/drop period in the fall so that they can be reflected on your DegreeWorks audit. Prior to this, while the courses listed here are approved, they will not appear as satisfying the WGS requirements until “exception petitions” are processed and approved. Again, we’ll take care of that in the fall!