

# Women's, Gender, and Sexuality Studies Advising Newsletter

## Fall 2022 WGSS Course Offerings

You can find the date and time at which you become eligible to register on PAWS. If you have yet to do so, please familiarize yourself with the PAWS system.

Before the registration period, set up a virtual meeting time with your advisor. Your advisor should be listed on your PAWS account. If your advisor is not listed, email Cecilia at colbeth@tcnj.edu.

Prior to your advisement appointment, retrieve all the necessary information you will need.

Review the requirements for your program at WGS Department Advising Syllabus:  
<http://wgs.pages.tcnj.edu/for-students/advising/>

Check the courses offered. Devise a tentative schedule for the Spring term including back-up courses. Put desired courses in your PAWS shopping cart.

If you are a double major, you must also make an appointment to see your advisor for your other major.

\*For Special Opportunities in WGSS, please see page 02.



### Registration Period

**Tuesday, April 5, 2022  
through  
Friday, April 15, 2022**



### What's Inside?

02 - Special Opportunities in WGSS

03 - Courses with Liberal Learning Designation

04 -05 Course Descriptions

### WGSS Faculty emails

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## **SPECIAL OPPORTUNITIES IN WGSS**

### **Course Overload**

Students who have two majors, are pursuing intensive language study, or are hoping to graduate early may want to take more than 4 courses in a semester. Any student can enroll for 4.5 course units without permission. To take 5 course units during a semester, you need to have earned at least 8 course units at TCNJ and to have a GPA of at least 3.3. No departmental approval is required. For more information, please visit <https://hss.tcnj.edu/resources/current-students/forms/>

### **WGS 391/Independent Study**

Students interested in studying special topics for which there is not an existing course may enroll in an independent study worth from .25 to 1.5 courses credits if they have a GPA of at least 2.5 and have earned at least 12 course units. The student and a faculty mentor design a course of study, including readings and assessed assignments, plan a schedule of meetings, and submit a proposal through the HSS Independent Study system. For more information, please visit <https://hss.tcnj.edu/resources/current-students/forms/>

### **WGS 393/Independent Research**

Students interested in conducting original research on a special topic, or in assisting a faculty member with their research, may enroll in an independent research course worth from .25 to 1.5 courses credits. The student must have a GPA of at least 3.0 and have earned at least 12 course units. In consultation with a faculty mentor, the student writes a proposal specifying research objectives and techniques, and submits it through the HSS Independent Study system. For more information, please visit <https://hss.tcnj.edu/resources/current-students/forms/>

### **WGS 496 Honors Independent Research**

Departmental Honors is open to any WGSS major with a GPA of at least 3.5 in the major and the permission of the department chair. Honors projects are extended research papers or research-based projects produced under the supervision of a faculty mentor. Students begin their honors projects while enrolled in WGS 495 Senior Capstone and complete papers or projects that extend their capstone research while enrolled in WGS 497. A departmental committee of 2-3 members will approve project proposals and evaluate the completed work in conjunction with the faculty mentor. For more information, contact the department chair. Prerequisites: WGS 325 Feminist Theories, WGS 326 Intersectional Qualitative Research Methods (or equivalent), WGS 498 Senior Seminar.

## **Faculty Mentors and Topics Available for Fall Independent Study, Independent Research, or Honors Independent Research**

Please reach out directly to any of the faculty members with whom you would like to work on an independent project related to their teaching and research.

## **Learning Assistantship Expression of Interest**

### **WGS 397 Learning Assistantship in Women's, Gender, and Sexuality Studies**

Please submit an application by April 15th if you are interested in being a learning assistant for the fall semester of 2022. The WGSS faculty will review expressions of interest and refer them to the course instructor. The instructor of the course will contact you if you are selected to work out a proposal describing your specific responsibilities as a learning assistantship.

Learning Assistants build skills in teaching topics in the field of Women's, Gender, and Sexuality Studies. The Learning Assistant works in partnership with a mentor who is teaching a course which the student has already successfully completed. With the faculty mentor's guidance, the learning assistant contributes to the design and delivery of the course, thus gaining further understanding of the content area and building capacity to share the knowledge and critical tools of the field. WGS 397 is recommended for students considering careers in education or social action training, or planning to pursue advanced degrees. The student and faculty mentor will specify the learning assistant's duties in a contract completed before the start of the semester. WGS 397 may be taken for .25, .50, or 1.0 course credits.

To be eligible, you must have taken the course you apply to assist with and earned a B or better. You must have junior or senior status and have at least a 3.0 GPA.

## WGSS COURSE OFFERINGS - FALL 2022

Liberal Learning Designation: G = Global; GP = Global Perspective; R&E = Race and Ethnicity; SCHP = Social Change in Historical Perspective; BSC = Behavior, Social & Cultural; LVPA = Literary, Visual, and Performing Arts; WV/WK = World Views and Ways of Knowing; W = Writing Intensive; SS = Social Studies for Education Majors; ENG = English for Education Majors

Course Number and Title	Days and Times	G	GP	R&E	SCHP	BSC	LVPA	WV/WK	W	SS	ENG
<b>WGS 150 Intro to Social Justice</b> 01 Brown-Glaude 02 Brown-Glaude	MR: 9:30 - 10:50 am MR: 11:00 - 12:20 pm	X		X		X					
<b>WGS 167/HIS 165 Gender, US History and Film</b> 01 Adair	TF: 3:30 - 4:5 pm	X			X					X	
<b>WGS 170 Topics in WGSS</b> <b>Gender, Race, and Sexuality in US Sports</b> 01 Colbeth <b>Gender, the Body, and US History (HIS 165.04)</b> 02 Holliday	T: 5:00 – 7:50 pm MR: 12:30 - 1:50 pm	X X		X	 X	X					
<b>WGS 200 Intro to Women's, Gender, and Sexuality Studies</b> 01 Khasawnih 02 Khasawnih	MR: 11:00 - 12:30 pm MR: 12:30 - 1:50 pm	X X				X				X	
<b>WGS 210 Women and Health: Power, Politics, and Change</b> 01 Cooper	T: 5:00 - 7:50 pm	X				X				X	
<b>WGS 220 Gender and Popular Culture</b> 01 Kurtz 02 Kurtz 03 Dalpe 04 Braverman	TF: 9:30 – 10:50 am TF: 11:00 – 12:20 pm R: 5:30 – 8:20 pm Online	X					X VPA				
<b>WGS 222/HGS 210 Non-Violence and Peace Action</b> 01 Zino	R: 5:00 – 7:50 pm	X	X			X				X	
<b>WGS 225 Gender in Children's Literature</b> 01 Van Buren 02 Weller	MR: 9:30 – 10:50 pm W: 5:00 - 7:50 pm	X					X				X
<b>WGS 235 Gender and Violence</b> 01 Lambing	T: 5:30 – 8:20 pm	X				X				X	
<b>WGS 236 Feminist Disability Studies</b> 01 Swift	R: 5:00 - 7:50 pm	X				X					
<b>WGS 241 Intro to Sexuality Studies</b> 01 Rodriguez 02 Rodriguez	MR: 2:00 - 3:20 pm MR 3:30 - 4:50 pm	X				X				X	
<b>WGS 307/MUS 355 Gender, Sexuality, &amp; Pop Music</b> 01 Heisler	TF: 2:00- 3:20 pm	X					X				
<b>WGS 310/HIS 324 Women in Eastern Europe 1848-Present</b> 01 Paces	MR: 11:00 - 12:20 pm	X	X		X				X	X	
<b>WGS 325 Feminist Theory</b> 01 Gray	T: 5:00 - 6:50 pm	X						X	X		
<b>WGS 326 Intersectional Qualitative Research Methods</b> 01 Jaksch	MR: 2:00 - 3:20 pm	X				X			X		
<b>WGS 341/LIT 313 Queer Literature</b> 01 Dalpe	M: 5:30 pm – 8:20 pm	X					X		X		X
<b>WGS 342 LGBTQ+ Issues in K - 12 Education</b> 01 Braverman	Online	X							X		
<b>WGS 365/AAS 375 Black Feminist Thought</b> 01 Adair 02 Adair	TF: 11:00 - 12:20 pm TF: 2:00 - 3:20 pm	X						X	X		
<b>WGS 376/LIT 316 Global Women Writers</b> 01 Gray 02 Gray	TF: 11:00 - 12:20 pm TF: 2:00 - 3:20 pm	X	X				X		X		X
<b>WGS 398 Feminism in the Workplace</b> 01 Colbeth	W: 5:00 – 7:50 pm	X							X		
<b>WGS 498 Senior Seminar: Research and Methods</b> 01 Jaksch	M: 4:00 - 6:50 pm	X				X			X		



## COURSE DESCRIPTIONS

**WGS 150/AAS 150 - Intro to Social Justice** (LL: Gender and Race and Ethnicity) This introductory course examines how racism, classism, sexism, ableism and other patterns of inequality intersect, and thus create barriers to the realization of a more equal and just society. The course will begin with a theoretical examination of what we mean by justice, social justice and why these matter. Students will then examine the social constructions of gender, race, and sexuality and how they are shaped by particular contexts, times, and places. Using an intersectional framework, the course will then examine pressing current social justice issues such as poverty, race and incarceration, immigration, etc. and how the intersectionality of social identities and forces amplify the impact of these issues on oppressed populations. Students will examine strategies to create change, including organizing, campaigns, and advocacy

**WGS 167 Gender, U.S. History, & Film** (LL: Social Change in Historical Perspective and Gender)

More than any other medium, the motion pictures fostered new ideals and images of modern womanhood and manhood in the United States. Film also interpreted current and historical events and forged historical interpretations and quite a few historical myths or "truisms". Through the twentieth century, gender representations on the screen bore a complex relationship to the social, economic, and political transformations marking the lives and consciousness of American men and women. This course explores the history of American gender in the 20th century through film. It treats the motion pictures as a primary source that, juxtaposed with other kinds of historical evidence, opens a window onto gendered work, leisure, sexuality, family life, and politics. We will view how Hollywood has shaped not only our historical perceptions, but also our gendered expectations

**WGS 170.01 Topics in WGSS: Gender, Race, and Sexuality in Sport**

(LL: Behavioral, Social and Cultural Perspectives, Gender, and Race and Ethnicity)

While this course will revolve around American sport as an institution that seeks to maintain gender normative structures, we will also focus on how sports intersects with sexual orientation, social class, race, ethnicity, (dis)ability, and politics to illuminate how American sport functions as a type of microcosm of United States society in which hegemonic norms are constantly being reinforced

**WGS 170.02/HIS 165.04 Topics in WGSS: Gender, the Body, and American History**

(LL: Social Change in Historical Perspective and Gender)

What does it mean to say that the body has a history? This course examines the history of the human body in America from the seventeenth century to the present (and future). Through a combination of primary and secondary literature, the course highlights several prominent themes in that history, including: the racialization, sexualization, and gendering of bodies; the scrutiny of bodies; the definition of "perfect" bodies; the cultural significance of bodies; and, above all, the lived experience of embodiment.

**WGS 200 Introduction to Women's, Gender, and Sexuality Studies**

(LL: Behavioral, Social or Cultural Perspectives; Gender)

WGS 200 is a foundational course and an introduction to the field. Using an interdisciplinary lens, the course provides students with an introduction to the literature and the historical evolution of the discipline, as well as an understanding of how systems of privilege and inequality shape how we experience gender, sexuality, race, and other socially constructed identities. Using an intersectional method, this course encourages students to understand the ways identities form and impact one another. Course subtitles indicate the emphasis that each section will take in applying the core concepts.

**WGS 210 Women & Health: Power, Politics, and Change**

(LL: Behavioral, Social or Cultural Perspectives; Gender)

This course concerns the domain of women's bodies and the on-going struggle for sovereignty therein. Students will examine how in addition to pathophysiology, women's health is impacted by social constructs, specifically history, politics, economics, and research. As a result of this exploration, students will enhance their ability to care for themselves and for others, to use and understand power and empowerment of self and others, and to advocate and to be an activist for themselves and for others.

**WGS 220 Gender and Popular Culture**

(LL: Literary, Visual & Performing Arts; Gender)

This course offers a critical examination of the messages and "knowledge" that popular culture employs, disseminates and constructs about men and women, masculinity and femininity. We will take our objects of study from a wide range of sources including advertisements, magazines, television, film, cyberspace, hip hop, and sports. Be ready to watch TV, go to the movies, and listen to music as a scholar of gender.

**WGS 222/HGS 210 Non Violence and Peace Action**

(LL: Gender, Behavioral, Social or Cultural Perspective, and Global Perspective)

This course offers an overview of key areas of theory and practice in Peace and Justice Studies, a growing interdisciplinary field with applications from the local community to international relations. Aimed at achieving social transformation through active nonviolence, peace studies promotes in-depth understanding of structures that promote and perpetuate violence and offers methods for transforming the terms of conflict.

**WGS 225 Gender in Children's Literature**

(LL: Literary, Visual & Performing Arts; Gender)

Our purpose in this course will be to develop a critical appreciation of the roles of children's literature in the social construction of gender--not only how it prescribes or resists normative gender roles, but how it represents the subjective experience of growing up gendered. With a grounding in gender theory and critical texts, we will explore classics and contemporary favorites, limiting our scope to works for young children and pre-teens.

**WGS 235 Gender and Violence**

(LL: Behavioral, Social or Cultural Perspectives and Gender)

This course explores the relationship between gender and violence. It is comprised of theoretical perspectives as well as the study of specific forms of violence. Topics include: domestic and intimate partner violence; sexual violence; child abuse; socially institutionalized forms of violence against women; attitudes and reactions to violence; national and global contexts of violence; the gendered character of violence in patriarchal societies; the intersections between violence, race, class and sexuality; men and violence.

**WGS 236 Feminist Disability Studies** (LL: Behavioral, Social or Cultural Perspectives; Gender) Through a wide variety of texts, materials, and representations, this course explores the origins and evolution of disability studies, and in turn encourages students to rethink and reevaluate what they have come to know about disability as well as feminist studies.

**WGS 241 – Introduction to Sexuality Studies** (LL: Gender; Behavioral, Cultural or Social Perspective) Introduction to Gay and Lesbian Studies provides students with an introduction to a quickly evolving field of study that is focused on gay and lesbian identity, politics, culture. Although focused primarily on the categories of “gay” and “lesbian,” this course situates its focus within a larger exploration of queer studies, gender analysis, and sexuality studies.

**WGS 307 Gender, Sexuality, and Pop Music in the 1980's** (LL: Literary, Visual & Performing Arts.; Gender) The focus of this course is on the ways in which select music artists who were in the popular spotlight in the 1980s constructed, conformed to, problematized, critiqued, and/or subverted traditional categories of gender and sexuality. Major themes include the presentation (and representation) of masculinities, misogyny, compulsory heterosexuality, articulations of feminism(s), queer(ing) strategies, and the intersection of race, gender, and sexuality. Our primary texts will be album releases, music videos, and live performance footage from the 1980s, drawn from an array of artists: Pat Benatar, Bon Jovi, the Eurythmics (featuring Annie Lennox), the Go-Go's, Whitney Houston, Michael Jackson, Cyndi Lauper, L.L. Cool J, Madonna, the Pet Shop Boys, Poison, Prince, Queen Latifah, Salt 'N Pepa, Bruce Springsteen, and Tina Turner.

### **WGS 325 Feminist Theories/WGST 510– Graduate Section**

(Prerequisite: at least one WGS course) (LL: World View; Gender)

This course explores the diverse ways in which feminist theorists conceptualize women's status in society, systems of inequality and the category of “woman” itself. Students will gain an understanding of evolving ideas and debates in feminist theory, relate those to feminist practices, and develop their own theoretical abilities. The course will address the social construction of gender, the relation between feminist theory and activism, and how feminists have responded to issues of race, class, gender, and sexuality in current feminist thinking, as well as the classic feminist texts.

**WGS 326 - Intersectional Qualitative Research Methods** (Prerequisite: at least one WGS course) (LL: Gender; writing intensive) This course provides students with an understanding and knowledge of the research methods feminist scholars use and prepare students to apply these methods in their own research projects. The course focuses on the obligations of feminist researchers, the core issues in various feminist epistemologies and the feminist perspectives on various research methods and how feminist scholars challenge dominant theories of knowledge and the major methodologies employed in the social sciences

**WGS 341/LIT 313 - Queer Literature** (LL: Literary, Visual, and Performing Arts: Gender; Writing Intensive) Queer Literature primarily reflects on “literary” texts (novels, poems, and plays), considering the aesthetics, politics, and history of gay and lesbian literary production and consumption. With recent advances in cultural studies and queer studies, this course will also embrace works that are sometimes situated outside of traditional definitions of “literary” (children's books, movies, and pulp fiction), with an examination of the course theme from a variety of literary methodologies, such as reader response criticism and discourse analysis.

**WGS 342 – LGBTQ Issues in K-12 Education** (LL: Behavioral, Social, and Cultural Persp.; Gender) This course examines LGBTQ issues within the context and concerns of K-12 schooling/education. Specifically, we will focus on several themes: heterosexism in schools; homophobic and transphobic forms of bullying and violence; the history of LGBTQ educational struggles; emerging legal rights of LGBTQ students and teachers; the coming out process in high school; LGBTQ and teacher education; queer pedagogies; the politics of gay-straight alliances; and the politics of queer youth.

**WGS 365/AAS - 375 Black Feminist Thought** (LL: World Views and Ways of Knowing; Gender and Race & Ethnicity ) Students will trace the thoughts, social and political activism and ideologies generated by women of African ancestry from the early 19th Century free black “feminist abolitionists” to contemporary times. “Womanist,” “Feminist,” “Critical Race Feminist,” and “Black Feminist” ideologies will be emphasized through course readings and assignments that explore the emergence and perpetuation of an African women's feminist consciousness.

### **WGS 376/LIT 316 Global Women Writers**

(LL: Literary, Visual & Performing Arts; Gender; Global Perspectives)

Catch up on contemporary women writers from the Global South in this book club-like course. Grounding our critical lenses in the study of intersectional, postcolonial, and transnational feminist theories, we will read new and award-winning fiction that takes us across borders, immersing us in scenes, cultures, social and political worlds, passions, struggles, and dreams for a world that could be otherwise.

### **WGS 398 Feminism in the Workplace**

(LL: Behavioral, Social, and Cultural Perspectives; Gender)

This internship course is a chance for students to consolidate and enrich their undergraduate learning while building the transition to life beyond college. A WGS education trains students to think critically and act strategically on issues of social inequity, particularly relating to gender and sexuality. Graduates enter a wide variety of careers. WGS 398, therefore, focuses not on the nature and demands of particular worksites, but on work itself and organizational practices that arise from feminist theory and scholarship.

**WGS 498 Senior Seminar: Research and Methods** (LL: Behavioral, Social, and Cultural Perspectives; Gender) Capstone course for the Women's and Gender Studies major. Students are expected to use the expertise gained from their previous WGS courses to research and write their senior theses. Drawing on the methodologies and theories learned in previously taken courses, students work in a small focused seminar that not only emphasizes their own work but also constructively critiques the work of their peers.