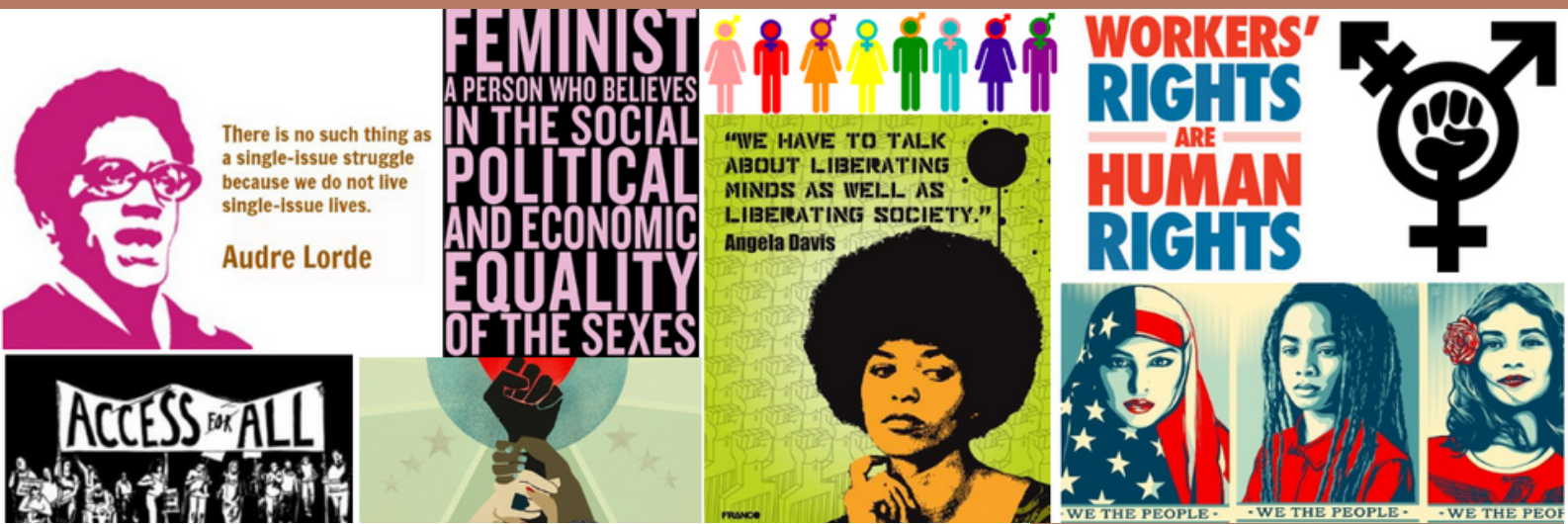


Women's, Gender, and Sexuality Studies Advising Newsletter

Spring 2023 WGSS Course Offerings



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Registration Period

Tuesday, November 1, 2022
through Friday, November 11, 2022



WGSS Faculty emails

Professor Zakiya Adair - adairz@tcnj.edu
Professor Leigh-Anne Francis - francisl@tcnj.edu
Professor Janet Gray - gray@tcnj.edu
WILL Director Cecilia Colbeth - colbeth@tcnj.edu
WGSS Chair - Professor Marla Jaksch - jakschm@tcnj.edu
Professor alma khasawnih - khasawna@tcnj.edu
Professor Nelson Rodriguez - nrodrigu@tcnj.edu

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 Meyri at delossm1@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.

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 core faculty members with whom you would like to work on an independent project related to their teaching and research. The core faculty members are Zakiya Adair, Leigh-Anne Francis, Janet Gray, Deborah Hutton, Marla Jaksch, and Nelson Rodriguez.

The following adjunct faculty members are also available to mentor independent studies and independent research projects:

Jen Braverman (jen.braverman@gmail.com): Art activism, LGBTQ youth research

Michael Dalpe (dalpe3@tcnj.edu): Gender in horror media; gender in gothic literature; gender in comic books

Learning Assistantships

The following instructors are seeking learning assistants for their courses for the spring of 2023:

Jen Braverman (jen.braverman@gmail.com): WGS 220 Gender and Popular Culture (all online)

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 at least a 3.0 GPA.

Please submit an expression of interest form by November 15 if you are interested in being a learning assistant for the spring semester of 2023. The WGSS faculty will review expressions of interest and refer them to the course instructor. If you are selected, the instructor of the course will contact you to work out a proposal describing your specific responsibilities as a learning assistant.

WGSS Archive Project Fellowship

Consider applying to the WGSS Archive Project Fellowship if you:

- want an opportunity to become a paid content creator in the field of digital humanities
- are interested in learning more about the history of WGSS at TCNJ
- would like to learn about building and conducting research in feminist archival collections

Fellows will engage in intersectional, interdisciplinary feminist archival research and will work approximately 5 hours/week for 15 weeks on the following tasks:

1. Weekly meetings with Dr. Jaksch and the Archives Project Working Group (consisting of fellows, independent study students, and stakeholders)
2. Read assigned readings providing understanding of feminist methods/research
3. Complete CITI training (IRB mandated) and certification
4. Participate in transcription training
5. Undertake transcription of interviews and events
6. Conduct original interviews with faculty, staff, students and alums
7. Create closed captioning of existing video interviews, digital content, and more
8. Work on collection building, preservation, organization, and outreach
9. Conduct historical research and indexing
10. Engage in additional work related to accessibility for the overall archive project

Priority will be given to students who have taken WGS 326 or have other research experience relevant to the project described above. Fellows will receive a stipend (\$13/hour) for their work.

To apply, please send Dr. Marla Jaksch (jakschm@tcnj.edu) an email that includes your name, major/minor, year, relevant experience and a brief statement of interest in the position.

<u>Spring 2023</u> WGSS Course Offerings	DAYS AND TIMES	G	GP	R&E	SCHP	BCSP	LVPA	WV	WI	SS EDU	ENG EDU
WGS/AAS 150 Intro to Social Justice 01 Mitchell 02 Mitchell 03 Jaksch (Off Campus TCHS)	TF 11:00 – 12:20 pm TF: 3:30 – 4:50 pm MR: 9:30 – 10:50 am	X		X							
WGS 151.01/KHES 151.01 Gender, Race, & Sexuality U.S. Sports 01 Colbeth	T: 4:00 - 6:50 pm	X		X		X					
WGS 200 Intro to Women’s, Gender, and Sexuality Studies 01 khasawnih 02 khasawnih 03 (WILL Section) Francis	MR: 3:30 – 4:50 pm MR: 2:00 – 3:20pm MR: 11:00 - 12:20pm	X				X				X	
WGS 209 Reproductive Rights 01 Cornell	TF: 9:30 – 10:50 am	X				X					
WGS 210 Women & Health: Power, Politics, and Change 01 Cooper	T: 5:30 - 8:20 pm	X				X				X	
WGS 220 Gender and Popular Culture 01 Kurtz 02 Braverman 03 Dalpe	TF: 9:30 – 10:50am Online M: 5:30 – 8:20 pm	X					X VPA				
WGS 222/HGS 210 Non-Violence and Peace action 01 Zino	R: 5:00 – 7:50 pm	X	X			X				X	
WGS 225 Gender in Children’s Literature 01 Van Buren 02 Weller	MR: 9:30 – 10:50 am W: 5:00 – 7:50 pm	X					X				X
WGS 235 Gender and Violence 01 Luciano 02 Addison-Britto	MR: 8:00 – 9:20 am R: 5:00 – 7:50 pm	X				X				X	
WGS 241 Intro to Sexuality Studies 01 Rodriguez	MR: 11:00 – 12:20 pm	X				X				X	
WGS 270/AAH 270 Gender & Power in Global Cont. Art 01 Hutton 02 Hutton	MR: 11:00 – 12:20 pm MR: 3:30 – 4:50 pm	X				X					
WGS 320/LIT 315 Men and Masculinities: Literary Persp. 01 Dalpe	R: 5:30 – 8:20 pm	X					X		X		X

<u>Spring 2023</u> WGSS Course Offerings	DAYS AND TIMES	G	GP	R&E	SCHP	BCSP	LVPA	WV	WI	SS EDU	ENG EDU
WGS 325 Feminist Theory 01 khasawnih	M: 5:00 - 7:50 pm	X						X	X		
WGS 360/LIT 334 Lit by Latina & Latin American Women 01 Ortiz	MR: 9:30 – 10:50 am	X		X			X		X		X
WGS 340/HIS 368 Queer History in the U.S. 01 Warren	T 4:00 – 6:50 pm	X			X				X	X	
WGS 344 Transgender Studies 01 Kurtz	TF: 11:00 – 12:20 pm	X				X			X	X	
WGS 361/HIS 376/AAS 376 AFAM Women's History 01 Francis 02 Francis	MR: 12:30 – 1:50 pm R: 3:30 – 6:20 pm	X			X				X	X	
WGS 370 WGS Topics: Feminist Talk Whiteness/HON 270 01 Gray	TF: 11:00 – 12:20 pm	X		X		X			X		
WGS 373/REL 373 Women and Spirituality 01 Addison-Britto	M: 5:00 – 7:50 pm	X						X	X		
WGS 374 Ecofeminism/HON 270 01 Gray	TF: 2:00 – 3:20 pm	X						X	X		
WGS 376/LIT 316 Global Women Writers 01 Neuman	T: 5:30 – 8:20 pm	X	X				X		X		X
WGS 379/LIT 379 Asian American Lit 01 Mi	TF: 2:00 – 3:30 pm	X		X			X		X		X
WGS 398 Feminism in the Workplace 01 Colbeth	W: 5:00 – 7:50 pm	X				X			X		
WGS 470/HON 370 Monuments, Heritage & Belonging 01 Hutton	W: 8:00 – 10:50 am	X				X	X		X		
WGS 498 Senior Seminar: Research and Methods 01 Gray	M: 4:00 – 6:50 pm	X							X		
WGS 499 Seminar: Will Capstone Women's Leadership 01 Adair	T: 3:30 – 6:20 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 151.01 – 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 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 209 – Reproductive Justice

(LL: Global, Behavioral, Social, or Cultural Perspective, Gender) This course examines the politics of women's reproductive justice around the world. Approaching reproductive justice from an interdisciplinary framework, students will examine the ways reproduction is culturally defined and constructed through the lenses of race, class, gender, sexuality, and nationality. We will also investigate how ideas, ideologies, and narratives about reproduction travel across borders and boundaries. Our exploration into reproductive politics will rely on knowledge-production from a variety of sources: academic disciplines, ethnographic studies, popular narratives, and personal stories. In particular, we will study: the relationship between reproduction, race, and the nation; the global politics of reproduction; reproductive rights and the rhetoric of "choice"; abortion access and historical debates; fetal imagery and personhood; the rise of reproductive technologies; the construction of "epidemics" surrounding teenage pregnancy and population control; birth practices and businesses; and potential reproductive dystopian futures.

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 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 270/AAH 270.01 & .02 – Gender & Power in Global Contemporary Art

(LL: Global; Behavioral, Social, or cultural Perspective) All over the world visual artists are making works that challenge the status quo, push for social justice, and give expression to stories and experiences not often told. At the same time, “global contemporary art” is a major financial and cultural force with strong ties to existing socio-economic structures of power—this means that the art we see in museums, biannual art fairs, galleries, and textbooks presents a particular picture of global contemporary art. In this course, we ask how we might get a fuller picture of global contemporary art, one allowing us to see the world in new ways that are more inclusive and center the voices of those who are often marginalized (women, LGBTQ+, BIPOC, people from former colonized regions considered to be part of “the global south,” indigenous communities, etc.).

WGS 270.03/AAH 344.01 – Topics: Women, Art, & Society

(LL: Gender, VPA for School of Education, Literary, Visual & Performing Arts, Writing Intensive) This course will focus on women, art, and society. It will cover representations of women in art, works by women artists, and feminist criticism. The approach is historical and contextual. Principally, this course is organized thematically, rather than chronologically, examining works by women artists in specific media and genres. Works of art by male artists and women artists on common subjects are also examined, as are feminist revisions of popular subjects in the history of art. The visual aspects of looking at art will be emphasized throughout the course. Students will be continuously learning and refining skills that allow them to analyze and appreciate works of art in their proper context.

WGS 320/LIT 315 – Men and Masculinities: Literary Perspective

(LL: Global; Literary, Visual, and Performing Arts; Writing Intensive) Focuses on representations of men and masculinity in literary texts, although we may also look at film, video, television, advertising, and music. Some of the issues we will be thinking about include: the construction of modern male identities, the diversity of men's lives, the complex dynamics of men's relationships, and questions of power and social justice within the contemporary gender order.

WGS 325 – Feminist Theory

(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 340/HIS 368 – Queer History in the U.S.

(LL: Global, Social Change in Historical Perspective, Worldviews and Ways of Knowing) This course looks at the history of gay men and lesbians. It also considers the unique ways in which gays and lesbians have contributed to the history and culture of their region and national identity while maintaining a diverse subculture. The course explores the different historical and social roles of gays and lesbians and how they survived under oppressions that ranged from the denial of civic and civil rights to execution. At the completion of this course, students will have expanded the traditional historical narrative by recognizing the presence and agency of gays and lesbians.

WGS 344 – Transgender Studies

(LL: Global, Behavioral, Cultural or Social Perspective, Worldviews and Ways of Knowing) This course examines the interdisciplinary field of transgender studies. It provides an overview of major concepts, terms, and debates, as well as a cross-section of recent scholarly work and a snapshot of emerging trends, within this rapidly evolving field of study. One general focus of the course is to examine the ongoing development of the concept of transgender as it is situated across historical, social, cultural, legal, biomedical, and political contexts and discussions within the scholarly literature and beyond. Questions raised during the semester include: What is transgender studies and how does it differ from other forms of scholarship within gender and sexuality studies? In what complex ways is the concept of transgender "remapping" the relationship among biological sex, gender, and sexuality, as well as reconstituting the meanings of these categories? How does trans politics relate to feminist politics, to queer politics, and to anti-racist politics? Is the term transgender useful in describing non-Western embodiments?

WGS 350/WGST 520 – Gender Equity in the Classroom

(LL: Global, Behavioral, Cultural or Social Perspective; Writing Intensive) This course examines theoretical writings on feminist pedagogy and also addresses practical issues related to teaching Women's and Gender Studies. Participants will develop familiarity with feminist pedagogies and their significance for the field of Women's and Gender Studies; interpret their own educational experiences within the context of feminist reflections on education; formulate their own philosophies of education; and develop and test pedagogical strategies for developing critical consciousness about social inequalities.

WGS 360/LIT 334 – Lit by Latina & Latin American Women

(LL: Gender, Race & Ethnicity, Literary, Visual & Performing Arts, Writing Intensive) A comparative study of Latina and Latin-American women's literature in English. The course is open to a wide range of literary traditions, nations, time periods, and genres including those specific to non-Western and post-Colonial cultures. The focus varies by semester. It may include works by Isabel Allende, Julia Alvarez, Gloria Anzaldua, Ana Castillo, Sandra Cisneros, Sor Juana Inez de la Cruz, Laura Esquivel, Rosario Ferre, Cristina Garcia, Judith Ortiz Cofer, Elena Poniatowska, and others.

WGS 361/HIS 376/AAS 376 – AFAM Women's History

(LL: Gender, Race & Ethnicity, Social Change in Historical Perspectives, Writing Intensive) A study of the experience of African American women in the United States, from both historical and contemporary perspectives. Through a survey of critical time periods, key social institutions, and crystallizing experiences, the course will explicate the role of African American women in shaping present American society. Readings, lectures, discussions, recordings and movies will be used to present a comprehensive and cohesive understanding of the historical experiences of African American Women.

WGS 370/HON 270 – WGS Topics: Feminist Talk Whiteness

(LL: Global, Race & ethnicity; Behavioral, Cultural or Social Perspective; Worldviews and Ways of Knowing) This course traces a history of critiques of "white feminism" and of the impacts of dialogue among feminists of color and white feminists on social justice theory and practice. The readings include contributions that feminist thinkers have made to Critical Whiteness Studies, an interdisciplinary field that aims to reveal how social, political, and cultural structures produce and reproduce racism and privilege, and to encourage the development of a critical awareness about how the conceptual frames that inform our ways of knowing may make us complicit with white supremacy. We will explore, critique, and practice contemporary anti-racist strategies, preparing ourselves with tools to act as intersectional agents of social justice. The course takes a multidisciplinary approach, immersing us in critical theory, scholarly research, poetry, personal storytelling, practical tips and guidelines, and immediate experiential learning. Your story will be part of the course, and you will be a co-creator of the group's learning experience throughout the semester.

WGS 373/REL 373 –Women and Spirituality

(LL: Global; Worldviews & Ways of Knowing; Writing Intensive) This course focuses on the intersections of feminism and spirituality, examines the experiences of women in a variety of spiritual traditions, and examines how worldview is shaped by historical context. The question of how feminists connect to, critique, transform, and remember spiritual experiences will be considered. The course explores several aspects of spirituality including language, ritual, and creativity; it also considers what happens when feminists alter, shape, retell and interpret rituals and traditions.

WGS 374 – Ecofeminism/HON 270

(LL: Gender; World Views & Ways of Knowing; Writing Intensive) Building on the core precept that the domination of women and the domination of nature are fundamentally connected, ecofeminism offers a distinctive, interdisciplinary lens on the world, drawing on not only feminism and ecology, but also historical analysis, philosophy of science, cultural study, the arts, community development, spirituality, and a commitment to challenging oppression in all its forms. Through readings in the various disciplinary threads that inform ecofeminism, we will explore ways in which systemic social inequalities shape human relationships to the natural environments; challenge common abuses of the environment and offer alternatives; and study current movements globally.

WGS 376/LIT 316 – Global Women Writers

(LL: Gender; Global; Literary, Visual & Performing Arts; Writing Intensive) Explores various literatures from around the world, encouraging students to examine the politics of gender, culture, and nation as well as the intersections of those systems of power. The explorations will cover a large range of topics, from arranged marriages to women in war in a variety of geographical areas around the world, particularly focusing on non-Western literatures. Common themes include feminist politics, post and neo/colonialisms, reproductive rights, translation, globalization, and activism.

WGS 379/LIT 379 – Asian American Lit

(LL: Gender; Race & Ethnicity; Literary, Visual & Performing Arts) This course examines how issues of identity (class, race, gender, sexuality, and ethnicity) have intersected with debates about literary history and tradition (aesthetics, canonicity, and questions of cultural "value") in Asian American literature. Although the selected course materials and assignments may vary from semester to semester, each offering of this course focuses on the issues, contexts and representations that have shaped Asian American literature over a period of at least 50 years. In particular, this course focuses on how the Asian American literary tradition and its surrounding contexts have changed in response to, among other things, new patterns of immigration and new debates about the scope, definition and value of the overarching term "Asian American."

WGS 398 – Feminism in the Workplace

(FIELD STUDY) (LL: Global, Writing Intensive) 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. The course is designed for students of junior or senior standing who are WGS majors or minors, as well as for W.I.L.L. students.

WGS 470/HON 370 – Monuments, Heritage & Belonging

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

What roles do monuments play in our communities? How do they shape collective memory and ideas about the past, present, and future? Whose heritage tends to get commemorated, and, conversely, whose stories aren't told? Can memorials help heal pain? Can monuments be used to foster a sense of belonging? In this course, these questions and others are explored through a variety of intersectional and interdisciplinary approaches. We will visit monuments and memorials in our local communities, talk to artists and activists, read articles from a range of academic disciplines, and study recent controversies surrounding monuments.

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.

WGS 499 – Seminar: Will Capstone Women's Leadership

(LL: Behavioral, Social, and Cultural Perspectives; Gender) In this W.I.L.L. capstone seminar course, students will experience the interfaces between empirical knowledge and social policies through selecting, organizing, and implementing a class activism project. This course is the culmination of the W.I.L.L. Program in which students will expand and enhance their leadership skills using acquired strategies and tactics to influence social, political, or economic change.