



# WGSS AT TCNJ

## WOMEN'S, GENDER & SEXUALITY STUDIES

## Spring 2024 WGSS Course Offerings

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### Registration Tips

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](mailto: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.

### Registration Period

Tuesday, November 7, 2023  
through Friday, November 17, 2023



# **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.

## **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 an email that includes your name, major/minor, year, relevant experience and a brief statement of interest in the position.

# Highlights

## Topics

### 270.01 – Intro to Latine/x Feminisms with Dr. Cortes

### 270.02 – Gender and Politics in Global Contemporary Art

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.).

### 370.02 – Decolonizing and Diversifying the Museum

Are art museums caretakers of our shared cultural inheritance and objective purveyors of knowledge? Or are they problematic institutions that, intentionally or not, replicate racist, colonialist ways of viewing the world and the history of art? Or are they something in between? In recent years, activists have been calling on museums to decolonize and diversify: to return objects taken during colonization, to expand the perspectives they portray beyond those of the dominant cultural group, and to interrogate the power structures, biases, and inequities on which they are built. In this course, we examine the history of art museums and the ways in which they are connected to histories of colonialism—and how those histories affect our understanding of art. We also debate many current hot-button issues, including the repatriation (return) of artworks, the representation of indigenous, marginalized, and colonized cultures within museum spaces, and the place for alternative narratives of art history. Students will visit museums both on their own and with class for firsthand analysis. Each student also will complete a semester-long project of their own design that acts as an intervention on the topic.

### 470.01 – Foundations in Community Birth

Foundations in Community Birth Work is a service-based course where students will explore contemporary social issues related to childbirth in the United States. Students will be prepared to address topics of maternal health inequalities through a social justice lens.

Class discussions focus on the intersectionality of race, power, and privilege in the American healthcare system.

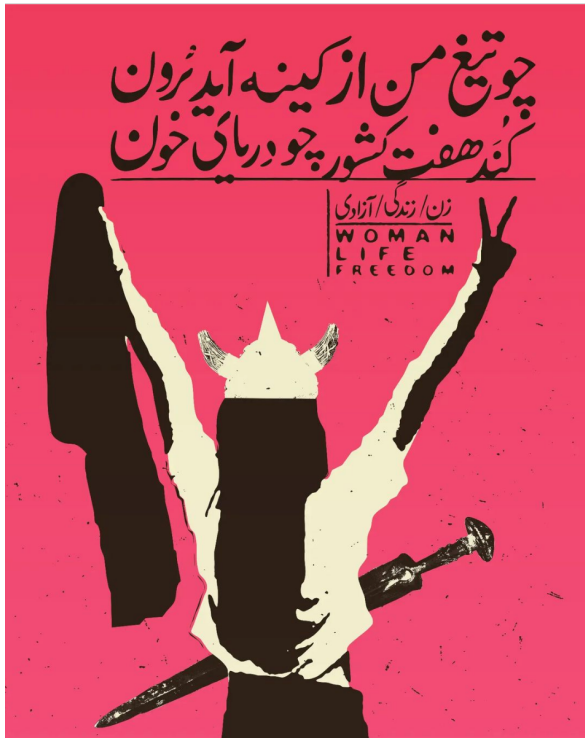
The course contains education on how to provide the three types of support that doulas offer – informational, emotional, and physical support as well as hands-on techniques for supporting a laboring client throughout the various stages of labor. This coursework also contains education in labor assessment, communication, social justice and patient advocacy.

Students are required to participate in service learning outside of the classroom by shadowing at a local community clinic. Responsibilities include completing health and social assessments for pregnant patients. This is a certificate bearing course. Students also meet the liberal learning requirement for gender. Upon completion of this course, students will receive a certificate from DONA and will be eligible for certification as an international doula. Students will leave the course feeling confident and prepared to support birthing families.

# WGSS COURSE OFFERINGS - Spring 2024

**Liberal Learning Designation:** G = Gender; 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, Title, and Professor	Days and Time	G	GP	R&E	SCHP	BSC	LVPA	WV/WK	W	SS	ENG
<b>WGS 151 Gender, Race, and Sexuality in US Sports</b> 01 Colbeth	M 3:30 - 6:20pm	X									
<b>WGS 170 Topics in WGSS</b> <b>Gender, the Body, and US History</b> 01 Burke	M 5:30-8:20pm	X			X						
<b>WGS 200 Intro to Womens, Gender &amp; Sexuality Studies</b> 01 khasawnih 02 khasawnih	MR 12:30-1:50pm MR 2:00-3:20pm	X				X				X	
<b>WGS 209 Reproductive Justice</b> 01 Thyrring	<i>Online-Synchronous</i> T 5:00-7:50pm	X	X	X							
<b>WGS 210 Women &amp; Health: Power, Politics, &amp; Change</b> 01 Cooper	T 5:30-8:20pm	X				X				X	
<b>WGS 220 Gender &amp; Popular Culture</b> 01 Rios 02 Fordyce 03 Fordyce 04 Braverman 05 Grayson	MR 3:30-4:50pm TF 9:30-10:50am TF 11:00-12:20pm Online-Asynchronous Online-Asynchronous	X					X				
<b>WGS 222 Non-violence and Peace Action</b> 01 Zino	R 5:00-8:20pm	X	X			X				X	
<b>WGS 225 Gender in Children's Literature</b> 01 Van Buren 02 Katz	MR 9:30-10:50am R 5:00-7:00pm	X					X				X
<b>WGS 235 Gender &amp; Violence</b> 01 Thyrring	Online-Asynchronous	X				X				X	
<b>WGS 236 Feminist Disability Studies</b> 01 Swift-Grapstul	MR 9:30-10:50am	X				X					
<b>WGS 240 Intro to Gay and Lesbian Studies</b> 01 Rodriguez	TF 3:30-4:50pm	X				X					
<b>WGS 241 Intro to Sexuality Studies</b> 01 Rodriguez 02 Rodriguez	TF 11:00-12:20pm TF 2:00-3:20pm	X				X					
<b>WGS 270 Topic in WGSS</b> <b>Intro to Latine/x Feminisms</b> 01 Cortes	MR 12:30-1:50pm	X									
<b>Gender and Politics in Global Contemporary Art</b> 02 Hutton	MR 2:00-3:20pm	X	X								
<b>WGS 271 Gender and Language</b> 01 Didi-Ogren 02 Didi-Ogren	MR 9:30-10:50am MR 11:00-12:20pm	X	X								
<b>WGS 325/WGST 510 Feminist Theories</b> 01 khasawnih	MR 11:00-12:20pm	X						X	X		
<b>WGS 340/WGST 570/ HIS 368 Queer History in the U.S.</b> 01 Warren	<i>Online-Synchronous</i> T 5:00-7:50pm	X			X				X		
<b>WGS 342 LGBTQ+ Issues in K - 12 Education</b> 01 Braverman	Online-Asynchronous	X							X		
<b>WGS 344 Transgender Studies</b> 01 Grayson	T 5:30-8:20pm	X				X					
<b>WGS 350/WGST 520 Gender Equity in the Classroom</b> 01 Katz	R 5:00-7:50pm	X									
<b>WGS 363 Slavery and Black Womanhood</b> 01 Audain	MR 11:00-12:20pm	X		X							
<b>WGS 365/AAS 375 Black Feminist Thought</b> 01 Adair	TF 2:00-3:20pm	X						X	X		
<b>WGS 370 Topics in WGSS</b> <b>Decolonizing and Diversifying the Museum</b> 02 Hutton	R 5:30-8:20pm	X	X								
<b>WGS 376 Global Women Writers</b> 01 Neuman	T 2:00-4:50pm	X	X						X		
<b>WGS 398 Feminism in the Workplace: Field Study in WGSS</b> 01 Colbeth	W 5:00-7:50pm	X							X		
<b>WGS 470 Topics in WGSS</b> <b>Foundations in Community Birth</b> 01 Patterson	W 5:30-8:20pm	X									
<b>WGS 498/AAH Senior Seminar: Methods &amp; Theory</b> 01 Hutton	M 3:30-6:20pm	X				X			X		
<b>WGS 499 Women's Leadership and Social Change</b> 01 Adair	T 3:30-6:20pm	X				X			X		



**WGS 270-02/AAH 270-01**

## **Gender and Politics in Global Contemporary Art**

**Spring 2024**

**Mondays and Thursdays,  
2-3:20pm**

**Professor Deborah Hutton**

Meysam Azarзад, *Woman, Life, Freedom*, 2023, Iran.

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.).

Rather than presenting a survey of art made since 1989, this course aims to provide students with a toolkit for finding, appreciating, and analyzing from a transnational feminist perspective a range of global contemporary artworks. Case studies will focus on contemporary art from Iran, India, China, South Korea, and Palestine, but artists from several other regions and cultures beyond “the West” will be discussed.

No prerequisites. Fulfills global, gender, and VPA liberal learning requirements.





*Images taken from Uncomfortable Art Tours, UK*

**WGS 370-02/AAH 370-01/ HON 270-07**  
**Decolonizing and Diversifying the Museum**  
**Spring 2024**  
**Thursdays, 5:30-8:20pm**

**Dr. Deborah Hutton**

Are art museums caretakers of our shared cultural inheritance and objective purveyors of knowledge? Or are they problematic institutions that, intentionally or not, replicate racist, colonialist ways of viewing the world and the history of art? Or are they something in between? In recent years, activists have been calling on museums to decolonize and diversify: to return objects taken during colonization, to expand the perspectives they portray beyond those of the dominant cultural group, and to interrogate the power structures, biases, and inequities on which they are built. In this course, we examine the history of art museums and the ways in which they are connected to histories of colonialism—and how those histories affect our understanding of art. We also debate many current hot-button issues, including the repatriation (return) of artworks, the representation of indigenous, marginalized, and colonized cultures within museum spaces, and the place for alternative narratives of art history. Students will visit museums both on their own and with class for firsthand analysis. Each student also will complete a semester-long project of their own design that acts as an intervention on the topic.

No prerequisites. Fulfills global, gender, and VPA liberal learning requirements.

# WAITLIST FORM

Scan QR code to join the waitlist for any class! (must be logged in via TCNJ email).



<https://forms.gle/RnwbyHewUgAPhnMP9>