

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

## Fall 2021 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](mailto: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 pages 02.

\*For Fall 2021 courses, the modality that currently appears in PAWS may change prior to the start of the semester based on CDC guidelines, State of NJ guidelines, and/or local health conditions.



### Registration Period

Tuesday, April 6, 2021  
through  
Friday, April 16, 2021



### WGSS Faculty emails

Professor Zakiya Adair - [adairz@tcnj.edu](mailto:adairz@tcnj.edu)  
Professor Leigh-Anne Francis - [francisl@tcnj.edu](mailto:francisl@tcnj.edu)  
WGSS Chair - Professor Gray - [gray@tcnj.edu](mailto:gray@tcnj.edu)  
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Professor alma khasawnih - [khasawna@tcnj.edu](mailto:khasawna@tcnj.edu)  
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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 these faculty members with whom you would like to work on an independent project related to their teaching and research.

Jen Braverman [jen.braverman@gmail.com](mailto:jen.braverman@gmail.com) (adjunct): Art, LGBTQ issues, and gender studies

Jackie Cornell [cornell2@tcnj.edu](mailto:cornell2@tcnj.edu) (adjunct): intersectional feminism and cannabis policy; the unjust "right to marry" and implications for policy and activism

Michael Dalpe [dalpe3@tcnj.edu](mailto:dalpe3@tcnj.edu) (adjunct): gender in the haunted house; gender in comic books and graphic novels; gender in "weird fiction"

Marla Jaksch [jakschm@tcnj.edu](mailto:jakschm@tcnj.edu) (core faculty): transnational feminism, qualitative research, more (contact Dr. Jaksch with your own ideas)

alma khasawnih [khasawna@tcnj.edu](mailto:khasawna@tcnj.edu) (core faculty): ephemeral visual culture (e.g. graffiti) and social movements, transnational and Third World feminisms, representation of minoritized people, urban geography and hostile architecture

Ellen Weller [weller@tcnj.edu](mailto:weller@tcnj.edu) (adjunct): gender in education; educational equity

### **WGS 397 Learning Assistantship in WGSS**

Learning Assistants build skills in teaching topics in the field of Women's, Gender, and Sexuality Studies. Working in partnership with a mentor who is teaching a course which the student has already successfully completed, the learning assistant contributes to the design and delivery of the course, gaining further understanding of the content area, as well as 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.

To apply for a learning assistantship, complete this form:

[https://docs.google.com/forms/d/19em74A62yBsUrXV3t5FBNuensQXVI06RRaSQLC\\_BAM/viewform?gxids=7628&edit\\_requested=true](https://docs.google.com/forms/d/19em74A62yBsUrXV3t5FBNuensQXVI06RRaSQLC_BAM/viewform?gxids=7628&edit_requested=true)

The instructor will reach out to you if you are selected for the learning assistantship.

### **Faculty and courses seeking learning assistants for Fall 2021**

Jennifer Braverman - WGS 220 Gender and Popular Culture

Jackie Cornell - WGS 250 Politics of Sexuality

Michael Dalpe - WGS 341 Queer Literature

Marla Jaksch - WGS 326 Intersectional Research Methods

alma khasawnih - WGS 200 Introduction to Women's, Gender, and Sexuality Studies

Robin Van Buren - WGS 225 Gender in Children's Literature

Bridget Zino - WGS 222 Nonviolence and Peace Action

## WGSS COURSE OFFERINGS - FALL 2021

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

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## **COURSE DESCRIPTIONS**

### **WGS 150/SOC 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, US History, and Film**

(LL: Gender, Social Change in Historical Perspective)

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 & 03 - Topics in WGSS: Women and Violence in US History**

(LL: Social Change in Historical Perspective and Gender)

Since 2010, concurrent protests against sexual assault and police brutality have erupted on college campuses. Calls to hold men accountable for abuse collide with demands to dismantle a police state that inflicts unconscionable violence upon Black, Indigenous, and people of color (BIPOC). At decade's end, the #MeToo and #BlackLivesMatter movements ask seemingly conflicting questions with mounting urgency.

### **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 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 250 - Politics of Sexuality**

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

The political nature of personal life is a central critical concept of Women’s and Gender Studies. Politics of Sexuality introduces students to implications of this concept through the study of contested topics concerning sexuality, such as gendered sexual socialization, sexual violence, family structures, poverty and welfare, sexual identities, transgenderism, commodification, risky sexual behaviors, AIDS, sexual exploitation, pornography, prostitution, and the traffic in women.

### **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 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 370.01/HON 270.01 Topics in WGSS: Feminist Critical Whiteness**

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

Critical Whiteness Studies is an interdisciplinary subfield of critical race studies 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 of how the conceptual frames that inform our ways of knowing may make us complicit with white supremacy. Today, decades after Dyer’s call for rendering whiteness visible as race, radical white supremacy is enjoying a resurgence. At the same time, multiple channels exist for exploring whiteness-as-“strange”: popular culture, social media, courses and workshops, community groups, trade books and children’s literature, in addition to transdisciplinary works of research, theory, and policy. Such useful terms as “white privilege” and “white fragility” have entered common discourse—and met with backlash. Where are we now with this critical work, and what strategies can we pursue in our areas of work, study, and civic life to further social justice? The topic may be interpreted broadly to encompass a wide variety of projects across disciplines.

## WGS 370.02 Topics in WGSS: Graffiti and Social Movements

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

This is an upper-level survey course that investigates the role of ephemeral public visual culture (graffiti, murals, posters, stickers, etc.) that are produced during moments of social, cultural, political movements, unrest, and revolution. Through intersectional transnational and Third World feminist perspectives, this course looks at the roles of these artifacts have in our understandings of gender, race, sexuality, nation, religion, class, and other categories of identity across different geographies such as Palestine, Lebanon, Indonesia, Egypt, Brazil, Ireland, USA. We will investigate the ways this ephemera engages and negotiates, as well as systems of oppression such as occupation, settler-colonialism, state sanctioned violence, racism, classism, and other systems of oppression and violence. We will look at liberation movements in Palestine, Black Lives Matter movements in the US and globally, the 2011 Egyptian Revolution and the Arab Spring, anti-austerity and economic equity movements in Greece, among other movements. The course aims to contextualize these ephemera within time and geography, as well as to make transnational comparisons that demonstrate the ways systems transgress borders of the nation state. This course brings together feminist readings of histories of graffiti and murals, urban studies and geography, cultural studies, and social movements.

## WGS 370.03 Topics in WGSS: Terms of En-queer-Ment - A History of the Movies, LGBTQ Identity and Media Literacy

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

Over the past 120 years, the history of coming out at the movies has been a slow process. However, in the 21st century, the presence of LGBTQ characters, stories, writers, directors and performers in movies has become increasingly visible and even politically charged. Issues about sexuality, gender, and identity have also been evidenced in other creative arts including music, television, podcasts, social media and print, as well. Using a wide range of classic and contemporary movies and visual media as texts, this course explores issues of diversity and representation while also looking at what LGBTQ themes contribute to our understanding of contemporary culture and social justice. What unique perspectives, stories and experiences do these films, filmmakers, storytellers and artists offer us and how do they tell a different story that may challenge master-narratives? Film screenings will be paired with readings, written assignments and presentations that enhance our critical thinking about controversial and emergent issues.

## WGS 376/LIT 316 - Global Women Writers

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

This course will explore 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/SOC 378 Women in the World

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

This course examines gender in a comparative and global context framed by interdisciplinary perspectives from sociology, anthropology, psychology, and cultural studies. Studies social construction of gender across cultures and globalization as a web of complex forces shaping gender-construction activities and institutions. Students compare experiences with other cultures and analyze work, play, and intimacy and institutional structures, including religion, politics, military, media, and the economy.

## WGS/LIT 379 Asian American Literature

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

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. 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

(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.

