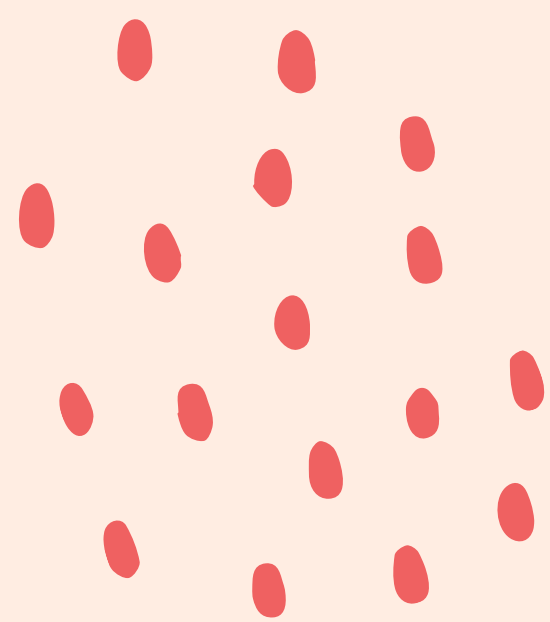


Graduate Courses

Spring 2023



WGSS 5366.

Feminist Pedagogy

Sherry Zane, Wednesday 3:00pm-6:00pm

This course provides an overview of the relevant research and pedagogical tools for theoretical and practical use in interdisciplinary women's, gender, and sexualities studies classrooms. We will explore the limits and possibilities for designing and implementing interdisciplinary and intersectional courses as well as strategies for introducing students to feminist and queer praxis through experiential learning.

The themes for the course include the politics of experience, exploring the relationship between feminist praxis and feminist pedagogy, demonstrating how feminist activism can be incorporated into introductory courses as well as senior seminars, providing exemplars of courses designed to teach intersectionality and critical self-reflexivity, and illustrating the pedagogical power of community partnerships for experiential education.

The course emphasizes the diversity of approaches to teaching WGSS and how faculty have responded to the varied institutional, political, regional, and demographic contexts in which we teach. Group discussion is the primary format for the course. I will offer background information and provide direction for the discussion, but we will work together to create an atmosphere that maximizes participation.

WGSS/POLS 5410. **Black Feminist Theory and Politics**

Evelyn Simien, Wednesday 6:30-9:00pm

Despite the emergence of the study of women and politics within the discipline of political science, efforts to transform the curriculum and integrate perspectives of African American women have met with limited success. Few political scientists have written books and journal articles about African American women as political actors—candidates for elective office, grassroots organizers, party activists, voters, or partisan, ideologically engaged citizens—when African American women have a long history of actively participating in politics via anti-slavery networks, civil rights organizations, and black feminist collectives. This course draws a link between those who have written about African American women as political actors in the social sciences and those who have engaged in black feminist theorizing in the humanities.

Through critical examination of the character and dynamics of major philosophical and theoretical arguments contesting race, class, gender, and sexual oppression, we hope to arrive at some critical understanding of how interlocking systems of oppression uphold and sustain each other in contemporary American politics (and other societal domains). Along the way, we focus on a range of theoretical perspectives, research designs—quantitative, qualitative, and mixed—as well as analytical approaches that are more inclusive (like intersectionality-type). While the list of assigned readings does not exhaust the full range of possibilities, it does highlight some of the most vexing and controversial issues under empirical investigation by scholars who study black feminist theory generally and intersectionality specifically in both the social sciences and humanities as well as other related fields like education and law, featuring seminal and pioneering work by those who have had significant impact on their chosen discipline and beyond.

WGSS 5661. Feminist Approaches to Disability, Illness, and Care

Laura Mauldin, Tuesday 1:00-3:15pm

Broadly, this course investigates care and caregiving across different threads of feminist scholarship. A key component of the course is positioning disability as a social category and axis of inequality. As such, we pay particular attention to care specifically in the context of illness, disability and care.

The first unit of this course surveys early literature on care, which historically came out of feminist philosophy in the work on “ethic of care,” and sociological literature on care work examining how this labor is raced, classed, and gendered. That is, various lines of feminist scholarship in sociology and philosophy have been the core of care scholarship, but this is merely a starting point. The key idea of this course is that it’s necessary to bring in the critical work of feminist disability studies and the accomplishments of disability rights and disability justice movements if we are to talk about care.

As such, the second unit of this course introduces a key idea that has largely been absent in care scholarship: that disability is a sociopolitical category and ableism a systemic ideology that works in concert with racism, sexism, and so on. To establish this, we engage with the work of sociologists and disability studies scholars who have undertaken the categorical work of transforming disability into an axis of inequality, on par with race, class, gender. In what ways does adding this missing “disability analytic” into prior care scholarship expand our analyses?

In a third unit, we cover more contemporary investigations of care in feminist disability studies and science and technology studies. In STS, for example, some exciting work has been done to bring in assistive technologies as a way to theorize disability and care. But in disability studies, it’s been a bumpier ride; care was actually rebuffed and excluded as a topic of research. Why? And how have the broader disability rights and disability justice movements changed this? As these movements gain steam, what is the state of scholarship on care and disability today?

ENGL 5530/CLCS 5317. World Literature in English

Eleni Coundouriotis, Tuesday 9:30am-12:00pm

We will read 10 landmark novels in postcolonial literature (7 by women writers) and focus on the ways in which writers from formerly colonized spaces claim history. This is a question that covers both the depiction of historical actors/events and the activity of writing history. Why is it that the novel plays a crucial role in developing and sustaining historical consciousness? How have issues of gender and narrative authority shaped this historical project?

A partial answer to this question lies in allegories of the nation that have drawn on the family and motherhood. The questions of realist and historical narration will be approached with an emphasis on how gender impacts the politics of narration. The course will push our thinking past this paradigm, however, and explore how different forms of political power shape narrative and the types of authority over the truth it offers and challenges.

The primary texts covered in class will be:

- Jean Rhys, *Wide Sargasso Sea* (1968)
- Ngũgĩ wa Thiong'o, *A Grain of Wheat* (1967)
- Buchi Emecheta, *Joys of Motherhood* (1979)
- Tsitsi Dangarembga, *Nervous Conditions* (1988)
- Nadine Gordimer, *My Son's Story* (1990)
- Nuruddin Farah, *Gifts* (1992)
- Arundhati Roy, *The God of Small Things* (1997)
- Margaret Cezair-Thompson, *The True History of Paradise* (1999)
- Michael Ondaatje, *Anil's Ghost* (2000)
- Jennifer Nansubuga Makumbi, *Kintu* (2014).

SPAN 6402. Studies in Spanish-American Literature

Katerina Gonzalez Seligmann, Thursday 3:00-5:45pm

This course examines contemporary works of decolonial theory alongside works of 20th and 21st century Latin American and U.S. Latinx literature and film. The course approaches the “decolonial” paradigm as a body of work that is both future-oriented and historically rooted in resistance to empire and coloniality, including racial and gender hierarchies.

Decolonial theory challenges many disciplinary paradigms, including the presumed innocence and neutrality of knowledge production.

This course will investigate the possibilities and limits of decolonial theory and critique in relation to works of literature and film that challenge, rewrite, and dismantle colonial paradigms. Course discussions will focus on identifying, analyzing, and critiquing decolonial methods of investigation, fabulation, and creation. Feminist and queer creative practices that engage decolonial theory explicitly or implicitly will be prioritized in this course.

Readings may include works by:

- Sylvia Wynter
- Lorgia García-Peña
- Frances Negrón-Muntaner
- Rita Indiana Hernández,
- Yolanda Arroyo-Pizarro
- Claribel Alegría
- Gabriela Wiener
- Gloria Anzaldúa
- Manuel Zapata Olivella
- Aurora Levins Morales
- Virgilio Piñera
- José Muñoz
- Maria Lugones
- Justin Torres
- Cherríe Moraga
- Coco Fusco
- Lydia Cabrera
- Soleida Ríos
- Nancy Morejón
- Linda Martín Alcoff
- Yuderkys Espinosa

ENGL 6750.

Medical Humanities

Martha Cutter, Thursday 1:00-3:30pm

“Becoming seriously ill is a call for stories . . . Stories have to repair the damage that illness has done to the ill person’s sense of where she is in life, and where she may be going.”

—Arthur Frank, *The Wounded Storyteller*

This class will be a seminar on literature and medicine, with a special focus on race and gender, as well as on intersectional aspects of medical discrimination. Because gender is an important aspect of medical discrimination, it will be discussed in detail, with special attention paid to Black feminist texts and the theoretical lens they provide on this subject. Intersectional identities are also a source of oppression in medicine, as we will see in many of the primary and secondary works we study and discuss. Although there will be some older texts dealing with medicine and literature, the focus will be contemporary memoirs, films, graphic novels, short stories, and poems concerning not only doctors, nurses, and patients but also medical humanities as a field, science, health disparities, cloning, eugenics, and alternative modes of healing (folk, Native, Asian, or Africanist).

Due to its interdisciplinary focus, this class is relevant to students in diverse fields such as British and American literature or history, American Studies, and Rhetoric and Composition. Important methodologies will include developing an understanding of cultural constructions of the body and medicine (Foucault, Washington); understanding alternative constructions of the body and healing forwarded by non-dominant individuals (Menakem, Villarosa, etc.); and thinking about what the humanities bring to the study of such questions that other forms of writing might not (Frank, Altschuler).

Possible List of Primary Texts:

- Mitchell, S. Weir, *Fat and Blood: And How to Make Them* (1878) (Chapter Four, “Rest”)
- Gilman, Charlotte Perkins, *The Yellow Wallpaper and Other Stories* (1892-1915)
- Hemingway, Ernest, “Indian Camp” and “Soldier’s Home” (1925)
- Schuyler, George, *Black No More* (1931)
- Morrison, Toni, *Home* (2002)
- Silko, Leslie Marmon, *Ceremony* (1977)
- Sontag, Susan, “The Way We Live Now” (1986)
- Ishiguro, Kazuo, *Never Let Me Go* (2005)
- Ward, Jesmyn, *Men We Reaped* (2013)
- MariNaomi, *Turning Japanese* (Graphic Novel) (2016)
- Czerwiec, MK., *Taking Turns* (graphic novel) (2017)
- Forest, Anna, *A History of Present Illness* (2022)

ENGL 6750. Cont.

- Maples, Kwoya Fagin, Mend (poems) (2018)
- Krans, Kim, Blossoms and Bones: Drawing a Life Back Together (2020) (graphic novel)
- Ruffin, Maurice Carlos, We Cast a Shadow (2019)
- Boyer, Anne, The Undying: Pain, Vulnerability, Mortality, Medicine, Art, Time, Dreams, Data, Exhaustion, Cancer, and Care (2019)
- Ozeki, Ruth, The Book of Form and Emptiness (2021)
- Greenidge, Kaitlyn, Libertie (2021)

Films (most available on Netflix or Amazon, some with small payment; will be watched outside of class):

- Niccol, Andrew, Gattaca (1993)
- Red Corn, Princella, Medicine Woman (2016)
- Rotberg, Dana, White Lies (2016)
- Peele, Jordan, Get Out (2017)

Excerpts from Secondary Scholarship:

- Foucault, Michel, Birth of the Clinic: An Archaeology of Medical Perception (1973)
- Sontag, Susan, Illness as Metaphor (1977)
- Kleinman, Arthur, The Illness Narrative (1988)
- Menakem, Resmaa, My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies (2017)
- Altschuler, Sari, The Medical Imagination: Literature and Health in the Early United States (2018)
- Washington, Harriet A., Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present (2006)
- Charon, Rita, Narrative Medicine (2006)
- Frank, Arthur, At the Will of the Body (1991) or The Wounded Storyteller (1995)
- Owens, Deirdre Cooper, Medical Bondage: Race, Gender, and the Origins of American Gynecology (2017)
- Linda Villarosa, Under the Skin: The Hidden Toll of Racism on American Lives and on the Health of Our Nation (2022)

Requirements:

1. Oral Presentation on a primary source (15%)
2. HuskyCT postings (10%) (open topic)
3. Illness Narrative (20%)
4. Seminar paper (10-12 pages) or final project (55%): You may write a traditional seminar paper or choose a creative project (create your own poetry, fiction, or graphic novel related to course themes, for example), a pedagogical project (syllabus and lesson plans for teaching medical humanities or a related field such as disability studies), or a DH project (such as a website, twine, zine, or blog). Other options are possible with the instructor's consent.