



# Graduate Courses Fall 2023

Women's, Gender, and  
Sexuality Studies



# 5366. Feminist Pedagogies

*Nancy Naples, Monday 10:30-12:30pm*

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.

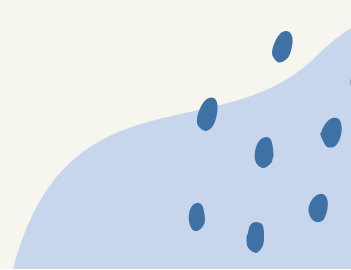
# 5395. Special Topics Seminar in WGSS: Decolonial Feminisms

*Elva Orozco-Mendoza, Tuesday 4:00-6:30pm*

This course studies decolonial feminism(s) envisioned as radical emancipatory projects that challenge the universalism of Eurocentric feminisms. It considers the mechanics and operation of imperialism, settler colonialism, and coloniality to understand how these structures of domination have shaped and continue to shape our possibilities for understanding the meaning and practice of freedom.

The course draws heavily from LatinX activists-authors-conspirators and decolonial feminists with critical and counter-hegemonic trajectories and positions geopolitically situated in Abya Yala.[1] However, it also incorporates critical contributions to decolonial thinking made by black, LGBT+, postcolonial, and women of color feminisms.

The course aims to provide some of the initial tools for engaging with decolonial feminist thought and practice as a critical lens through which to reinterpret our common histories with a critical look towards modernity, thereby exposing its racist and Eurocentric nature. In doing so, the course examines the different ways that decolonial feminists approach questions of authority, identity, inequality, human/non-human agency, epistemology, the body, and radical emancipation.



# ENGL 6750-01 Doing Disability Studies in the Humanities

*Brenda Brueggemann, Tuesday 5:00-7:30 pm*

An interdisciplinary mapping and excavation of disability studies in the humanities, engaging a triangulated focus in 3 primary areas:

1. literature (and film) studies, including children's/YA literature;
2. writing studies (including creative non-fiction/memoir along with the teaching of writing); and
3. women's, gender, and sexuality studies (WGSS) and its crossings with disability identity & experience (both American & global).

This course would:

- traverse both primary (literary) texts and secondary critical work;
- explore “classic” literature alongside lesser-known texts;
- engage a variety of literary and critical genres;
- examine numerous identity overlaps with disability, working through the lens of feminist theory and analysis;
- work through, and with, methodologies that are primarily used in “doing disability studies in the humanities” –literary-textual analysis, rhetorical interpretation, historical excavation, queer theory, and feminist theory and analysis.

# ENGL 6750-02: Once and Future: Adaptation, Meditation, and Popular Culture

*Fiona Somerset, Wednesday 1:00-3:30pm*

This course will serve as an introduction to theories of adaptation, of media, and of popular culture, centered on the example of the Arthurian legend. We will analyse adaptation as a “process of gendering” (Perry, Vexy Thing) that reworks a story’s norms for personal virtue, communal obligation, sexual expression, etc., in ways that are inflected by race and class and nation as well as gender.

Students may choose a final project topic outside the Arthurian tradition if they wish, but stories of Arthur are remarkably apt for considering how adaptation repurposes familiar stories in a wide variety of media and cultural forms: they have been refashioned into children’s and young adult literature, graphic novels, internet comics, video and tabletop games, LARP, Ren Faire narratives spanning a season of performances, film, TV, and more. This recent proliferation builds on centuries of reworking the “matter of Arthur” in a wide variety of literary and historical genres, across Europe and beyond.

Student projects might follow one of three tracks: a pedagogy track, where they focus on teaching through adaptation and produce teaching materials; a public humanities track, where they focus on the creation of digital materials; or a criticism and theory track, where they produce a conference-length paper then revise it into a longer research paper.

# ENGL 6325-01 Literatures of Environmental & Racial Justice, 1500-1800

*Debipraya Sarkar, Wednesday 9:30 am-12:00pm*

This course is designed to (a) introduce graduate students to questions about the environment in pre-1800 British literature (b) enable them to inquire how imaginative writing about “nature” and ecology intersected with discourses on race, slavery, and colonialism (c) model approaches to studies of environmental and social justice through an intersectional lens (d) expose them to key theoretical and conceptual issues in the trans-historical scholarly fields of ecocriticism, premodern critical race studies, postcolonial theory, feminist scholarship, and queer theory.

How might imaginative writing bring into conversation discourses of environmental, racial, and social justice? This seminar approaches this question by turning to pre-1800 British literature that both reflects and shapes ideas about the environment—and that reveals how ideas of ecology are inextricable from understandings of racial and cultural difference. Our governing questions will include: how do writers envision the relation of humans to their nonhuman environments? How does evolving knowledge about the natural world intersect with ethical, social, and political issues at the time of the so-called Scientific Revolution? How were discourses about natural disaster, weather and climate mobilized to create hierarchies among different groups of people?