These are course we know about. There may be others that count, as well. So feel free to contact professors and the gender studies advisor with inquiries.
heteronormativity. Finally, you'll imaginatively develop your own resistance strategies through a culminating, group project.

**64-322 Gender and Sexuality in Performance (Mini A3)**

**Home Department:** Center for the Arts in Society  
**Cross-List:** 76-322  
**Instructor:** Kristina Straub and Adam Milner  
**Meetings:** TR 3:00-4:20  
**Units:** 4.5  
**Prerequisite:** none  
**Open to:** Undergraduates

"Performance" describes a wide range of practices, from the everyday to the artistic. Gender and sexuality are key elements in everyday, political, and artistic performances, from the very personal—how you order a latte at Tassa D'Oro, tell a lover goodbye at the airport or comfort a crying child—to the very public—performing a Bach cello suite or an iconic King Lear, staging a demonstration against police violence or marketing a new app. This course will be co-taught by a specialist in gender and queer theory and a practitioner of performance art. We plan to bring performance art and theory into a practical partnership in the creation and critique of social and individual narratives about gender and sexuality.

How does everyday performance define gender and sexual identity? How do gender and sexuality define everyday performance? How does aesthetic performance--art, theater, film, digital media, poetry--intervene in the ways in which gender and sexuality are performed? Readings in theory at the intersection between gender studies and performance studies will help us explore these questions. We will also consider a variety of cultural and artistic practices.

The addition of simple performance prompts and exercises for students to incorporate into their research will blur theory and studio practices. Students will be encouraged to practice their theories surrounding performance within the classroom and in public space.

**76-206 Between the Lines: The Politics of Sports, and the Steep Cost of the Games We Play**

**Home Department:** English  
**Instructor:** Jason England  
**Meetings:** MW 12:00-1:20 p.m.  
**Units:** 9  
**Prerequisite:** 76-101 Interpretation & Argument or 76-102 Advanced First-Year Writing  
**Open to:** Undergraduates

The overlap between sports and societal issues is consistent and unavoidable. In this class we'll read, analyze, and write about the games themselves, and especially about the nexus between sports and societal truths/trends. We'll sort through a wide and diverse range of writing and film about sports, including work by David Foster Wallace, Norman Mailer, and Lee Jenkins. We'll use the lens of sports to view and frame race, gender, labor, politics, ethics, and culture; we'll also read, write, and discuss the peculiarities and subtle joys of participation in and fandom of sports, from baseball to boxing to football to tennis to running, and more. Does
sports reveal character? Whose? What truths do popular sports reflect not only about the participants, but also the audience? What does it say about a society when our favorite teams and athletes are tantamount to religious icons? What’s the cost of that sort of worship and fervor - both to our society and to the sports figures themselves?

76-241 Introduction to Gender Studies
Home Department: English
Instructor: Bret Vukoder
Meetings: MWF 9:30-10:20 a.m.
Units: 9
Pre-requisite: 76-101 Interpretation & Argument or 76-102 Advanced First-Year Writing
Open to: Undergraduates

What is gender? What is sex? And how do we “perform” these identities in everyday life? Covering topics such as pornography, feminism, bros, queer theory, and transgender rights, this course will introduce you how power and inequality have historically and structurally impacted categories of gender in American society. We will read novels, scholarly texts, and even blogs in an effort to understand how gender intersects with other forms of identity (such as race, class, sexuality, ability, and nationality).

Through a combination of class discussions, written essays, and short presentations, we will ultimately understand gender as a social construct that nonetheless is meaningful, personal, and significant for all members of society.

76-322 Gender and Sexuality in Performance (Mini A3)
Home Department: English
Cross-List: 64-322
Instructor: Kristina Straub and Adam Milner
Meetings: TR 3:00-4:20
Units: 4.5
Prerequisite: 76-101 Interpretation & Argument or 76-102 Advanced First-Year Writing
Open to: Undergraduates

"Performance" describes a wide range of practices, from the everyday to the artistic. Gender and sexuality are key elements in everyday, political, and artistic performances, from the very personal--how you order a latte at Tassa D'Oro, tell a lover goodbye at the airport or comfort a crying child--to the very public--performing a Bach cello suite or an iconic King Lear, staging a demonstration against police violence or marketing a new app. This course will be co-taught by a specialist in gender and queer theory and a practitioner of performance art. We plan to bring performance art and theory into a practical partnership in the creation and critique of social and individual narratives about gender and sexuality.

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gender studies and performance studies will help us explore these questions. We will also consider a variety of cultural and artistic practices.

The addition of simple performance prompts and exercises for students to incorporate into their research will blur theory and studio practices. Students will be encouraged to practice their theories surrounding performance within the classroom and in public space.

76-329  Unruly Women in Early Modern Drama
Home Department: English
Cross-List: 76-729
Instructor: Noémie Ndiaye
Meetings: MW 1:30-2:50 p.m.
Units: 9
Prerequisite: 76-101 Interpretation & Argument or 76-102 Advanced First-Year Writing
Open to: Sophomores who have taken 76-294, Juniors, Seniors

“Unsex me here” Lady Macbeth famously exclaims on her path to murder, power, and psychological collapse. The connections between sex, gender, and agency that she articulates are connections that early modern theater-makers, from Shakespeare to Aphra Behn, obsessively revisited as they created some of the most haunting characters of the canon, both tragic and comic. In this course, we will look at shrews, witches, she-devils, ranting widows, aspiring divorcees, sex workers, roaring girls, evil queens, and all sorts of nasty women that would tread the boards in early modern London. At the heart of those theatrical depictions lie strong cultural anxieties surrounding the desire and possibility to fashion, control, and discipline—in other words, to regulate and rule over—femininity in a time period that witnessed the invention of the “two-sex model” (Thomas Laqueur) and “the cultural production of domestic heterosexuality” (Valerie Traub). How did theatre participate in the invention of early modern femininity? How did performance relate and/or resist the discourses about women deployed in the domains of law, religion, medicine, economy, and politics? How did women of color specifically fare in early modern dramaturgy? And what changed when women were allowed to act and actresses replaced boy actors under the Restoration? To study unruly women in early modern drama, we will read plays by Shakespeare, Elizabeth Cary, John Webster, Thomas Middleton, Thomas Heywood, Thomas Dekker, John Fletcher, Aphra Behn, and others in conversation with contextual materials and theoretical texts from the field of Women’s, Gender, and Sexuality studies.

76-348  Gender and Communication
Home Department: English
Cross-List: 76-748
Instructor: Joanna Wolfe
Meetings: TR 1:30-2:50 p.m. (Mini A3)
Units: 4.5
Prerequisite: 76-101 Interpretation & Argument or 76-102 Advanced First-Year Writing
Open to: Undergraduates

This mini will examine sociolinguistic research on gender, ethnicity, and communication in a range of settings—both face-to-face and online—to investigate how language use intersects with cultures of power.
The course operates on the assumption that, not only are men and women socialized to communicate differently, but their genders affect how their communication is perceived by others. We will look at research describing these differences and work together to imagine interventions that can change communication dynamics to allow broader participation. For instance, we will look at barriers to women’s discourse in male-dominated settings; we will examine factors that might inhibit men from participating in more feminized and nurturing speech communities; we will look at how a participant’s ethnicity interacts with their gender roles, providing unique challenges and opportunities for change. Throughout the course we will ask ourselves both “what dynamics and inequities exist?” and “what can we do to change them?”

Graded coursework will include reading responses, a class presentation, and a small research project. Readings will primarily consist of research articles from sociolinguistics, rhetoric, business, and education.

Please note that in terms of time commitment, a 4.5-unit mini is equivalent in weekly workload to a 9 unit full semester course. The mini is half the credits because it requires the same workload but only for half the semester.

79-200 Introduction to Historical Research & Writing: The History of Witchcraft and Witch-Hunting

Home Department: History
Cross-List: none
Instructor: Allyson Creasman
Meetings: TR 3:00-4:20 p.m.
Units: 9
Prerequisites: none
Open to: Undergraduate Students

This course introduces students to methods and materials that historians use to study the past. Its goals are: first, to familiarize students with ways that historians think about their research, how they carry it out, and how they debate findings with other historians; second, to train students in "best practices" for doing historical research in primary and secondary sources. We discuss how to ask questions about the past and develop a one-semester research topic, find appropriate primary and secondary sources, take notes from those sources, and write a paper that answers an original question using skills we have studied. In the Spring 2018 semester, we will use the topic of the history of witchcraft and witch-hunting to focus the class. Although Western beliefs in witchcraft and "devil worship" dated back to antiquity, the 16th and 17th centuries witnessed the "Great European Witch-Hunt," which cost the lives of thousands across Europe and in its American colonies. Ever since, historians have struggled to explain why fears of witchcraft suddenly became so acute in this period. And although the witch-hunts in early modern Europe and its colonies gradually came to an end, beliefs in witchcraft persist into the modern era and, in many parts of the world today, continue to generate campaigns of popular violence against alleged perpetrators. In this course, we'll examine both primary historical sources and secondary scholarship to explore competing interpretations of this complex historical puzzle. At the end of the term, students will submit a final 10- to 15-page research paper on a topic of their choice related to the themes of the course.

79-235 Caribbean Cultures
This course will examine the cultures and societies of the Caribbean focusing on their colonial past, their current positioning in the world, their social structure, cultural patterns and current transnationalism. Using social history, film and music we will explore the topics of race, class, family, gender, religion, national identity and underdevelopment. Comparative research projects will provide concrete instances of the differences and similarities between the Anglo-Caribbean, Franco-Caribbean, and Hispanic Caribbean. This course is open to all students.

79-278 How (NOT) to Change the World

Home Department: History
Cross-List: none
Instructor: Noah Theriault
Meetings: TR 3:00-4:20 p.m.
Units: 9
Prerequisites: none
Open to: Undergraduate Students

Everyone, it seems, wants to "change the world." Aspiring to enact positive change is what motivates me as a professor and, I suspect, what has drawn many of you to pursue higher education. But what form do our noble aspirations take in practice? What assumptions do we bring with us when we set out to change the world and with what (unintended) consequences? How do others go about pursuing change and how might we engage with their efforts? In this course, we will critically examine a diverse set of attempts to bring about change, taking time to interrogate the cultural assumptions and social formations that underpin them. These will include some of our own engagements (e.g., campus activism, volunteering abroad), those of nearby communities (e.g., regional environmental-justice activism), and some that may be more distant from our everyday lives (e.g., Indigenous resurgence). Applying concepts from anthropology and critical social theory, we will examine case studies from around the world while engaging with diverse perspectives, including those of scholar-activists in the fields of Indigenous studies, feminism, critical race theory, and more.

79-320 Women, Politics, and Protest

Home Department: History
Cross-List: none
Instructor: Lisa Tetrault
Meetings: TR 1:30-2:50 p.m.
Units: 9
Prerequisites: none
Open to: Undergraduate Students
This course examines the history of women's rights agitation in the United States from the early nineteenth-century to the present. It investigates both well-known struggles for women's equality—including the battles for women's voting rights, an Equal Rights Amendment, and access to birth control—and also explores the history of lesser-known struggles for economic and racial justice. Because women often differed about what the most important issues facing their sex were, this course explores not only the issues that have united women, but also those that have divided them.

79-325 (A4) U.S. Gay and Lesbian History (Mini 4)
Home Department: History
Cross-List: none
Instructor: Timothy Haggerty
Meetings: TR 3:00-4:20 p.m.
Units: 6
Prerequisites: none
Open to: Undergraduate Students
US Gay and Lesbian History offers an overview of the changing context and circumstances of sexual minorities in American culture. From early constructions of moral opprobrium, criminal deviance or medical pathology, the LGBT community emerged in the twentieth and twenty-first century as a political constituency and a vital part of contemporary society. Students should be aware that this course will necessarily address issues of intimate relations and sexuality as well as broader historical issues.

80-224 Race, Gender, and Science
Home Department: Philosophy
Cross-List: none
Instructor: Maralee Harrell
Meetings: MW 12:00-1:20 p.m.
Units: 9
Prerequisites: none
Open to: Undergraduate Students
In this course, we will focus on the interplay between science, technology, & medicine, on the one hand, and race & gender on the other. Taking up a series of controversial issues and cases from the past and the present, we will consider the implications of developments in the life sciences for politics, social identity, and cultural belonging. In our readings and discussions, we will examine the roles of science, technology, and medicine in defining and redefining race and gender; the ways in which cultural beliefs about race and gender have influenced scientific research and the development of knowledge; and the efforts by individuals and social movements to challenge scientific institutions and assert new claims about identity, difference, and inequality.

82-245 New Directions in Hispanic Studies: Contemporary Latinx Theatre in the United States
Home Department: Modern Languages
Cross-List: none
Instructor: Kenya Dworkin
Meetings: TR 12:00-1:20 p.m.
Units: 9
Prerequisites: none
Open to: Undergraduate Students

SPRING 2018: Contemporary Latinx Theater in the United States: From the Many, Many Voices: This course examines the emergence of Latinx theater in the United States since the 1970s as a powerful & creative tool and sociopolitical force for exploring "Latinidad." By examining themes such as geography, diversity, race, mestizaje, migration & immigration, transnationalism, transculturation, Latinization, Cubanismo, gender & sexuality, and generational divisions through the lens of works by theorists such as Augusto Boal (Theater of the Oppressed), Luis Valdés (Acto Theater), Gloria Anzaldúa (Borderlands theory), and others, students will read, analyze, discuss, and present works by foundational and newer Puerto Rican, Nuyorican, Cuban, Chicano/a and other Latinx playwrights. This course is taught in English.

82-451 Studies in Latin American Literature and Culture: Imagining Peace in Times of Conflict
Home Department: Modern Languages
Cross-List: none
Instructor: Therese Tardio
Meetings: MW 1:30-2:50 p.m.
Units: 9
Prerequisites: 82-345
Open to: Undergraduate Students

This repeatable course explores the cultures of Latin America through a thematic or conceptual focus. Students critically analyze authentic documents through, for example, historical, biographical, filmic, artistic, literary, musical, and theoretical perspectives, while improving and expanding their language skills. SPRING 2018: Imagining Peace in Times of Conflict: Central American Writers and Artists in Their Own Words. This course will focus on contemporary Central America, beginning with an examination of the revolutionary movements and civil wars, but concentrating more on the period post 1990, since the signing of the Peace Accords. In a broad sense, we will consider how writers, artists, and cultural workers have used their crafts to respond to various forms of violence - be it armed conflict in civil wars, gang violence in local neighborhoods, domestic violence in the home - in order to protest oppression and to envision a more just society. We will incorporate materials from all countries in the region, but dedicate most of the course to Guatemala, El Salvador, and Nicaragua. Through an analysis of how region's cultural production (literature, documentary film, public art, music etc.) has contested multiple forms of violence, we will consider a variety of themes relevant to a current understanding of Central America. The course will examine issues of gender and sexuality, ethnicity, memory and human rights, (im)migrations, and labor in the isthmus as the twenty-first century unfolds. We will consider the limits and possibilities of cultural workers' responses to the everyday violence that currently grips the regions, and to what extent the arts are influenced by and in turn influence struggles for equality and justice. This course is taught in Spanish.

84-312 Gender and Development in Sub-Saharan Africa (Mini A3)
Home Department: Institute for Politics and Strategy
Cross-List: 84-612
Instructor: Takiyah Harper-Shipman
Meetings: MW 12:00-1:20 p.m.
The purpose of this course is to continue a discussion on the debates, structures, and agents that inform international development in Africa but through the varied perspectives and experiences of African women. Their perspectives offer critical interventions into development discourses and practices traditionally viewed through masculine and Western lenses. In studying development from the African woman's perspective, one is better able to engage both the successes and failures of this formal process we call "development" in Africa. By examining African women and their relationship to this process, we will also see the alternative frames of feminisms and knowledges that emerge from these realities. The core questions driving this course are: (i) what are the various development ideologies and processes that have shaped contemporary Africa? (ii) How have African women adopted, rejected, and/or creolized these ideologies and processes for the purposes of changing their cultural, political, and economic conditions? The course readings come predominantly from African women, although there are texts from non-African women and men that generally serve to highlight the larger discourses taking place around a particular topic.

**85-221 Principles of Child Development**

**Home Department:** Psychology  
**Cross-List:** none  
**Instructor:** Sharon Carver  
**Meetings:** TR 3:00-4:20 p.m.  
**Units:** 9  
**Prerequisites:** none  
**Open to:** Undergraduate Students  

This course is about normal development from conception through adolescence. Topics include physical, perceptual, cognitive, emotional and social development. Students will learn facts about children at various points in development, theories about how development works, and research methods for studying development in infants and children. Students will be encouraged to relate the facts, theories and methods of developmental psychology to everyday problems, social issues and real world concerns.

**85-446 Psychology of Gender**

**Home Department:** Psychology  
**Cross-List:** none  
**Instructor:** Vicki Helgeson  
**Meetings:** MW 1:30-2:50 p.m.  
**Units:** 9  
**Prerequisites:** 85-241 or 85-251  
**Open to:** Undergraduate Students  

This course is devoted to the investigation of psychological gender rather than biological sex. That is, sex differences will be explored from a social psychological (e.g., socialization) perspective. Implications of both male gender role and female gender role in the areas of relationships and health will be the course focus.
Environmental Crisis and the End of Nature in Global Literature and Culture

**Home Department:** English  
**Instructor:** Pavithra Tantrigoda  
**Meetings:** TR 12:00-1:20 p.m.  
**Units:** 9  
**Prerequisite:** none  
**Open to:** Undergraduates

Hurricanes, forest fires, melting glacial and sea ice, heat waves and floods all over the world are increasingly drawing our attention to the harmful effects of man-made climate change. These cataclysmic changes in the global climate have captured the attention not only of scientists and environmentalists, but also novelists, poets and filmmakers. A new genre of fiction called cli-fi has emerged in the last decade, rendering the current and future realities of global warming more palpable.

In this class, we will consider questions such as: how and why does cli-fi matter in the context of climate change? Can cli-fi help alter our conceptions of the earth and our role in changing it? How are identities of class, race and gender important to the narratives about ecological crisis? How do these texts conceive ways of adapting to new realities of climate change and imagine alternative futures? We will also analyze the specific formal and stylistic conventions of the genre of cli-fi and situate these texts within broader debates and discourses—scientific, philosophical, historical, and political—about climate change.

Law, Performance, and Identity

**Home Department:** English  
**Cross-List:** 76-875  
**Instructor:** Doug Coulson  
**Meetings:** MW 3:00-4:20 p.m.  
**Units:** 9  
**Prerequisites:** 76-101 Interpretation & Argument or 76-102 Advanced First-Year Writing  
**Open to:** Juniors and Seniors

Although rhetoric and law have long been closely associated, the modern professionalization of law has often promoted the idea that legal discourse is not rhetorical but is a rigorously defined technical discourse that can be applied free of social or political influence. This view of legal discourse is disputed by critics who point out the figurative aspects of legal language, the importance of character, emotion, and narrative in legal discourse, and the ways in which law protects social structures of power such as race, class, and gender privilege. In this course we examine the often fraught relationship between rhetoric and law by considering the ways in which a variety of legal discourses constitute identities in global contexts, particularly the ways in which legal systems are portrayed to reflect the ideals of democracy to suit particular foreign relations goals. We begin by studying the ways in which Cold War politics influenced desegregation and civil rights discourse in the United States, then we study the ways in which the prosecutions of deposed rulers have been orchestrated to persuade global
audiences that emerging democracies observe the rule of law in order to garner international support. Alongside primary sources of legal discourse, we will study a selection of interdisciplinary scholarship about the relationship of rhetoric and law.

79-375 College Students, Politics, and Protest: Student Activism Since World War II
Home Department: History
Cross-List: none
Instructor: David Busch
Meetings: TR 12:00-1:20 p.m.
Units: 9
Prerequisites: none
Open to: Undergraduate Students

Can college students change the world? We will attempt to answer this question by delving into the history of student activism in the United States and around the world since 1945. The course will use select case studies to: 1) examine the philosophies and tactics of student activists; 2) analyze the relationship between shifting conditions of higher education and student activists' ideas of political action; and 3) evaluate where student movements have succeeded and failed in achieving their social and political goals. In the spirit of the student activists we study, there is also an experiential component to the course. We will "apply" the lessons of these case studies to contemporary campus activism. Such activities will prompt students to reflect upon their ideas of citizenship and activism. By taking this course, students will develop their own historical interpretations of student activism and the modern university and draw out relevant lessons for today's world.