



Committee on Degrees
in Studies of

Women

Gender and

Sexuality

**CONCENTRATOR
HANDBOOK
2008-09**

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I. Introduction to the Concentration in Studies of Women, Gender, and Sexuality

The concentration in Women, Gender, and Sexuality Studies brings together a wide range of academic fields (history, sociology, literature, philosophy, religion, and psychology, to name just a few) united by a common interest in the ways in which various cultures express ideas about gender, race, class, and sexuality. As a discipline, WGS pays close attention to how social norms have changed over time, and how the “nature versus nurture” debate has shaped public policy, civil rights, health care, and education, as well as the depiction of women and men in art, literature, and the popular media. The WGS program prides itself on the intense intellectual engagement of its students, who work closely with faculty on independent, student-designed tutorials and thesis projects during their junior and senior years. Students have conducted research on a variety of topics, from women’s political campaigns, to public financing for safe sex education, to the representation of lesbians and gay men in traditional literature. Many of the courses in WGS seek to bridge the gap between academia and “the real world” by investigating the relationship between theory and practice – a subject that has long motivated WGS scholarship. Whatever the subject, WGS courses are characterized by a strong commitment to rigorous analysis and critical thinking, as well as a spirit of open and sustained intellectual inquiry.

Given the interdisciplinary nature of WGS, some students choose to pursue a joint concentration; our program seeks to make this process as smooth as possible. Whether they are full or joint concentrators, all students can expect to receive much individual attention and advising from a core group of dedicated and highly-engaged faculty. In consultation with their faculty advisers, students develop an individual, cohesive plan of study tailored to their specific intellectual interests. Faculty members are closely involved with students’ academic development at every stage of the concentration, from sophomore year (in which students enroll in a small group tutorial) to senior year (in which students take a one-on-one senior thesis tutorial). Many of the courses offered by the WGS are seminars, allowing for an exciting and productive exchange of ideas between students and faculty.

II. Deciding to be a Concentrator

We encourage you to drop by our office hours or make an appointment with the Director of Studies or the Assistant Director of Studies to find out more about the concentration. We also invite you to come by our open houses and other events during the year. For information on upcoming events, please see our website: <http://www.fas.harvard.edu/~wgs>. You may also subscribe to our events list by emailing wgs@fas.harvard.edu with the words “subscribe events” in the subject line.

Students can pursue a joint concentration with WGS and a range of other concentrations, including African and African American Studies, Anthropology, Economics, English, Environmental Science and Public Policy, Government, History, History and Literature, History and Science, Literature, Mathematics, Music, Philosophy, Psychology, Religion, Romance Languages, Social Studies, Sociology, and Visual and Environmental Studies. Specific guidelines for required courses may be obtained from the Directors of Studies. A joint concentration is an excellent choice for students who want to integrate the study of WGS with another department or program, building toward a combined thesis project. Joint concentrators have the benefit of taking the WGS Sophomore Tutorial (97) and the WGS Junior Tutorial (98r), which are open only to concentrators. Joint concentrators often can work out a plan of study between the two programs or departments that makes the total number of required courses fewer than they would be if pursuing a concentration plus a secondary field. A secondary field in WGS is an excellent option for students who want to concentrate in another department but also take several WGS classes during their time at Harvard. The secondary field option offers great flexibility in course selection, enabling students to sample from the rich course offerings in WGS while doing their primary academic work in another field.

III. Applying for Admission

Most students apply for admission to WGS at the end of the first semester of sophomore year. (We also accept applications during the spring of sophomore year or the fall semester of junior year.) Applicants will fill out a brief form stating their interest in the concentration and, if applying for a joint concentration, their plan for integrating the two fields of study. Applicants also submit a writing sample (5-10 pages). The Director and Assistant Director of Studies review the applications and may also elect to

interview students before admission. Applications are available on the WGS website, in the WGS office, and in the appendix of this handbook.

IV. Requirements for Concentrators

Full Concentration

Required: 13 half courses

1. Foundation Course (choose one)
WGS 1200 (formerly 1001) Historical Approaches
WGS 1210 (formerly 1003) Theories of Gender and Sexuality
2. Methods Course
WGS 1300 (formerly 1002) Methodology
3. Five half courses within student's primary disciplinary area. Concentration credit will be granted for courses that provide context or further methodological or theoretical training for the student's thesis. WGS 1000 and/or an additional foundation course (1200 or 1210) beyond that required can also count within this group. At least three of the five courses need to be offered through the WGS program.
4. One half course outside primary disciplinary area (e.g., a student specializing in the humanities must take one half-course in the social sciences or the natural sciences).
5. WGS course numbered 1400+ or approved substitution
6. Tutorials:
WGS 97 (Sophomore Tutorial)
WGS 98r (Junior Tutorial)
WGS 99a (Senior Thesis, fall)
WGS 99b (Senior Thesis, spring)

Joint Concentration with WGS as the Primary Concentration

Required: 8 half courses

1. Foundation Course (choose one)
WGS 1200 (formerly 1001) Historical Approaches
WGS 1210 (formerly 1003) Theories of Gender and Sexuality

2. Methods Course
WGS 1300 (formerly 1002) Methodology
3. Two half courses within disciplinary area.
At least one of these two courses needs to be offered through the WGS program.
4. Tutorials:
WGS 97 (Sophomore Tutorial)
WGS 98r (Junior Tutorial)
WGS 99a (Senior Thesis, fall)
WGS 99b (Senior Thesis, spring)

Joint Concentration with WGS as the Allied Concentration

Required: 5 half courses

1. Foundation Course (choose one)
WGS 1200 (formerly 1001) Historical Approaches
WGS 1210 (formerly 1003) Theories of Gender and Sexuality
WGS 1300 (formerly 1002) Methodology
2. Two half courses within disciplinary area.
At least one of these two courses needs to be offered through the WGS program.
3. Tutorials:
WGS 97 (Sophomore Tutorial)
WGS 98r (Junior Tutorial)

For all Joint Concentrators:

Thesis: In all cases, students will combine Women, Gender, and Sexuality with the joint field for the senior thesis. If Women, Gender, and Sexuality is the primary field, students will be assigned a Women, Gender, and Sexuality tutor for WGS 99a and b. If Women, Gender, and Sexuality is the allied field, the student will enroll in 99 through their primary department or program. However, in special cases (e.g. when the primary concentration cannot offer adequate assistance), the student may also be assigned a Women, Gender, and Sexuality adviser for the senior thesis. All seniors will participate in the WGS Senior Thesis Tutorials, which meet regularly.

General Examinations and Honors Grading: All joint concentrators will take a general oral examination. Both programs or departments will determine the honors recommendation for graduation.

Concentration with LGBT Focus

While we expect that every WGS student will develop a facility with Lesbian, Gay, Bisexual, and Transgender Studies during their years in the program, some students may decide to concentrate their academic work on LGBT studies on a more formal basis. Students wishing to pursue this option must focus their independent Junior Tutorial and Senior Thesis research on LGBT-related issues. In addition, they must take at least five additional LGBT courses, including a WGS 1200 or 1210 class on queer theory or LGBT history. (A list of LGBT-approved classes appears on the WGS website under “Courses.”) Students who have followed this course of study will receive a letter of recognition from the program upon graduation.

V. Secondary Field Requirements

The secondary fields in Women, Gender and Sexuality (WGS) and LGBT Studies allow students to pursue these interests outside of their work for their concentrations. The required foundation courses ground students in the history, theory, or methodology of gender and sexuality studies. The flexibility of the four remaining course requirements allows students to sample from the rich course offerings in WGS while developing core areas of interest.

Secondary Field in WGS

Required: 5 half courses

1. Foundation Course (choose one)

WGS 1000 Introduction to WGS

WGS 1200 (formerly 1001) Historical Approaches

WGS 1210 (formerly 1003) Theories of Gender and Sexuality

WGS 1300 (formerly 1002) Methodology

2. Four WGS half courses.

Secondary Field in LGBT Studies

Required: 5 half courses

1. Foundation Course (choose one)

WGS 1000 Introduction to WGS

WGS 1200 (formerly 1001) Historical Approaches

WGS 1210 (formerly 1003) Theories of Gender and Sexuality

WGS 1300 (formerly 1002) Methodology

2. Four other courses drawn from the list of LGBT classes on the WGS website.

Please note, all students may petition to have one course from another department count toward the secondary field in WGS or in LGBT Studies. Petition forms are available in the WGS office. Students may petition to have a Freshman Seminar or a course from study abroad, Harvard Summer School, or other Harvard Faculty count for the secondary field. If the Freshman Seminar or the summer school course is taught by a faculty member with an appointment in WGS, the course will count as a "WGS course." If the course is not taught by a WGS faculty member, it will count as the student's one non-WGS course; other courses will need to be drawn from WGS course offerings.

No more than one course can be taken Pass/Fail or SAT/UNS. There is no grade minimum (as long as the student receives a passing grade) for the courses taken for secondary field credit.

Students pursuing a secondary field in WGS will receive preferential access to limited enrollment courses. (Concentrators will be admitted first, but secondary field students will be the next preferred group.)

VI. Advising

Each student in WGS meets regularly with her or his assigned adviser. The Director of Studies, Caroline Light (617-495-1964, clight@fas.harvard.edu), is the primary academic adviser for sophomores and juniors, and the Assistant Director of Studies, Linda Schlossberg (617-496-9853, schloss@fas.harvard.edu), is the primary academic adviser for seniors. During the registration period each term, concentrators are

required to meet with their advisers to get approval for their revised plans of study and to have their study cards signed. This initial semester meeting will be followed by periodic meetings during the year to discuss the student's academic experience. Students should feel free to contact their advisers with any questions or concerns that arise throughout the year.

VII. Sophomore Tutorial

The Sophomore Tutorial (WGS 97) is open only to WGS concentrators. Students are required to take this course the second semester of their sophomore year, right after they have declared WGS as their concentration. (Students who join WGS after their sophomore spring will take it in their junior year.) The Sophomore Tutorial familiarizes students with key concepts in gender and sexuality studies, emphasizing the construction of identity and the formation of community across differences of nationality, gender, race, class, sexuality, generation, and religion. Through this course students not only master a set of concepts, but also coalesce into a community of WGS thinkers and scholars.

VIII. Junior Tutorial

A. The Tutorial

The Junior Tutorial is a one-on-one course taken in the second semester of the junior year. The syllabus is designed by the Tutor in consultation with the student. The aim of the Tutorial is for the student to explore a particular area in depth, grapple with sophisticated readings, and research and write a major analytic essay. The syllabus of the Tutorial sometimes serves to prepare the student for a thesis project in her or his chosen field of interest, but this is not necessary. Students who prefer to use the Junior Tutorial to explore a topic unrelated to an anticipated thesis topic are welcome to do so. (See the Junior Tutorial Guidelines, available on the WGS website under "Courses," for more specific information about the Tutorial.)

Junior Tutors will be drawn from the WGS faculty and the WGS Tutorial Board. Students will have an opportunity to list preferences for Junior Tutors during the previous semester. Students interested in working with a faculty member for Junior Tutorial should contact the professor well in advance of the Tutorial to investigate that possibility. We also

recommend that students meet with multiple members of the WGS Tutorial Board to talk about their interests for Junior Tutorial. It is important that students work with tutors who are trained in the methods they would like to use in their essays and theses.

B. Junior Essay

The Junior Essay is an analytical paper of approximately 20-25 pages in length on a topic of the student's choice. The essay often draws on the materials covered in Junior Tutorial, but will also include additional research by the student. While the topic of the Junior Essay need not have any relation to the student's anticipated senior thesis project, the Junior Essay should give students practice with the methods they anticipate using in their theses. Work with primary texts or data/evidence, therefore, is strongly encouraged. (Please see the Junior Tutorial Guidelines, available on the WGS website under "Courses," for more information about the Junior Essay.)

IX. The Senior Tutorial and Senior Thesis

A. Thesis Advisers

The Director of Studies and the Assistant Director of Studies are responsible for assigning thesis advisers to all full and primary concentrators. Students will have an opportunity at the end of their junior year to list preferences for potential advisers, and the DS and the ADS will take these preferences into account when making the assignments. (It is not always possible to match a student with an individual on her/his list, due to the particular nature of the thesis project or the availability of advisers.) In almost all cases, thesis advisers will be either faculty members affiliated with WGS or members of the WGS Tutorial Board. When looking for potential advisers, students should keep in mind that their advisers need not be experts on their thesis topics. It is most important to seek advisers who have experience working with the methods students plan to use for their theses. We recommend that students talk to at least two faculty members about potentially advising their theses, and that they also meet with other members of the Tutorial Board with whom they are interested in working. Information on WGS-affiliated faculty and members of the Tutorial Board can be found in the "People" section of the WGS website.

B. The Senior Tutorial

WGS 99a/b consists of both one-on-one advising and the group Senior Tutorial. The thesis adviser meets with the student regularly and advises the student on research strategies. The adviser provides extensive feedback on the student's writing, reading drafts of each chapter and providing suggestions for revision.

The Senior Tutorial, which serves as an intellectual peer group for seniors, offers students additional assistance as they work through the various stages of researching and writing their theses. The Senior Tutorial meets approximately every three weeks. The Senior Tutorial instructor uses the Senior Thesis Guide as a resource for discussions of research and writing strategies, and each session of the Tutorial has a specific topic (such as crafting a thesis proposal or using online resources). In mid-December the students are divided into small groups for peer-editing workshops, using the first chapters of their theses (due in early December).

Students should consult the Senior Thesis Guide for detailed advice and information about the thesis writing process. All seniors and thesis advisers will receive copies of the guide, which is also available on the WGS website.

C. Oral Exams

Each senior WGS concentrator takes an oral examination of approximately 1 to 1-and-1/2 hours in length during reading period. The oral exam committee includes at least one thesis reader and one member of the teaching faculty in WGS. In advance of the exam seniors submit a 1-2 page abstract of the thesis, a 2-3 page narrative of study (which describes the student's focus of study or "intellectual trajectory" as a full or joint concentrator), and a reading list of ten books or articles from WGS courses that the student will prepare to discuss. The first half of the exam consists of a discussion of the thesis and the readers' reports, and the second half of the exam is a general discussion of course work completed in the program, based on the narrative of study and the reading list.

D. Honors Recommendations

At Harvard there are two types of honors, which recognize students who have particularly distinguished records: College or Latin honors (cum laude, magna cum laude, and summa cum laude) and Departmental or English honors (honors, high honors, and highest honors). English honors recognize the work the students do in the concentration, and they also function as a recommendation to the College for the final determination of Latin honors. For more information on how the College determines Latin honors, please see the *Harvard College Handbook for Students*.

The English honors recommendation in WGS is determined principally by the student's concentration GPA, thesis readings, and oral exam evaluation. The student's grades in these categories are translated into numerical values and then given different percentage weights, with the largest weight being given to the student's GPA and thesis readings (together equaling approximately 90% of the total), and a smaller weight given to the oral exam. The decision for the honors recommendation is not made strictly numerically, however. The program uses the numerical calculation as a guide, but also takes into account the student's overall academic performance and work within the concentration.

X. Study Abroad

With good planning, a semester abroad or out of residence can fit extremely well into a WGS plan of study. In the past our concentrators have spent semesters taking courses in countries such as Kenya, South Africa, Australia, Chile, Spain, and France. Most concentrators who go abroad to study do so in the fall semester of junior year, which allows them to return to campus in time to take Junior Tutorial (98r) in the spring. (Concentrators who wish to study abroad during the spring semester of junior year must make arrangements with the Director of Study to complete Junior Tutorial in the fall of junior year; these students should discuss their plans with the Director of Study in the spring of their sophomore year.) Students considering a semester abroad should consult with their concentration advisers as well as the Office of International Programs as soon as possible. Plans for study out of residence must be approved by the university significantly in advance of the term in which a student plans to be away.

XI. Grant opportunities

Listed below are some of the fellowships WGS students have received in the past for academic research and internships.

Office of Career Services (OCS), Fellowships Office

The OCS Fellowships Office administers competitions for 36 or more grants supporting study, work, and travel each year. Complete information about these and dozens of other opportunities can be found in The Harvard College Guide to Grants and its Harvard & Radcliffe student supplement.

<http://www.ocs.fas.harvard.edu/students/fellowships.htm>

Grants include the Summer Research Travel Grants.

<http://www.ocs.fas.harvard.edu/students/fellowships/pdf/summerlist07.pdf>

The Charles Warren Center for Studies in American History Senior Thesis Grant

The Charles Warren Center awards up to four grants of \$2,500 to Harvard juniors for thesis research on topics in American history. Students in any concentration are welcome to apply, but the focus of the thesis must be on American history and the methodology must be primarily historical.

<http://www.fas.harvard.edu/~cwc/grantsundergradapp.html>

JFK Institute of Politics Summer Thesis Research Awards

The JFK Institute of Politics supports summer research and fieldwork pertaining to politics and public policy issues. Travel is restricted to the United States. The maximum award is \$2,000.

http://www.iop.harvard.edu/students_summer_thesis_funding.html

Carol K. Pforzheimer Student Fellowships

The Arthur and Elizabeth Schlesinger Library on the History of Women in America invites Harvard undergraduates to use the library's collections with competitive awards of amounts from \$100 to \$2,500 for relevant research projects. Preference is given to applicants pursuing research in the history of community service and volunteer work, the culinary arts, health concerns of women, or work and the family.

<http://www.radcliffe.edu/schles/grants/pforzheimer.php>

Studies of Women, Gender and Sexuality Thesis Research Grants

WGS awards thesis research grants for rising senior concentrators in WGS. The competitive grants provide a maximum of \$1,000, plus another \$500 for travel expenses if needed. The application consists of a 2-3 page description of the thesis and the planned summer research, as well as a budget. (The budget may include rent and food, foregone wages, travel, and so forth.) Grants are awarded on the basis of the quality of the proposal. Only WGS concentrators (full or joint) are permitted to apply.

All students requesting summer support must also apply for other thesis grants available at the University. In your application, please list the other grants to which applications are being submitted. <http://www.fas.harvard.edu/wgs>

Judge A. Leon Higginbotham Jr. Summer Internships and Research Grants

The Judge A. Leon Higginbotham, Jr. Summer Internships and Research Grants provide internship or research funding for currently enrolled Harvard University undergraduate and graduate students in the areas of public service, social justice, race and the American legal process, and African American community organization. Recipients are awarded funding of up to \$5,000.

http://aaas.fas.harvard.edu/undergraduate_program/life_as_aaas_concentrator/internships_and_opportunities.html#JudgeALeonHigginbotham,JrSummerInternshipsandResearchGrants

The Davis-Putter Scholarship Fund

The Davis-Putter Scholarship Fund provides grants to students actively working for peace and justice. These need-based scholarships are awarded to those able to do academic work at the university level and who are part of the progressive movement on the campus and in the community. Early recipients worked for civil rights, against McCarthyism, and for peace in Vietnam. Recent grantees have been active in the struggle against racism, sexism, homophobia, and other forms of oppression; building the movement for economic justice; and creating peace through international anti-imperialist solidarity. <http://davisputter.org/>

Center for American Political Studies Undergraduate Thesis Research Grants

The Center for American Political Studies awards up to eight summer research fellowships in the amount of \$2,500 each to Harvard College juniors who are writing a senior thesis on any aspect of contemporary American politics. Undergraduates in any concentration in the faculty of Arts and Sciences are welcome to apply.

<http://caps.gov.harvard.edu/undergradthesisgrants.shtml>

Dean's Summer Research Awards.

The Dean's Summer Research Awards give rising seniors who receive financial aid the opportunity to devote the summer to thesis research. The awards provide students who have already received a research grant with an additional grant to cover the summer savings requirement of their financial aid package.

<http://www.seo.harvard.edu/resprog/deansummer.html>

The Dressler Family Traveling Grant

The Dressler Family Traveling Grant supports students seeking to travel and study in a Romance language country (e.g. France, Italy, Portugal, Spain, Romania, or Latin America). Financial need is a requirement for application. Students must have completed at least one course in the Department of Romance Languages and Literatures at the time of application.

<http://www.fas.harvard.edu/~rll/undergraduate/dressler.html>

Harvard College Research Program

The HCRP supports student-initiated scholarly research and creative endeavors undertaken under faculty supervision. Funding can reimburse research and related travel expenses. Summer awards are generally between \$1,000 and \$2,500. Summer HCRP applicants are also considered for Phi Beta Kappa Research Grants, Folger Grants for Asian research, Dedland Grants for work in History and Literature, Dunwalke Awards for projects abroad, and Samuel Abramson Fellowships.

<http://www.seo.harvard.edu/resprog/hcrp.html>

Radcliffe Fellowships

Radcliffe provides funding assistance for a variety of undergraduate travel and study projects overseas or, in rare circumstances, in the U. S. Individual grants rarely exceed \$2,000. Personal and financial need are among the selection criteria. Application is no longer restricted to women. One application places the candidate in consideration for all suitable awards. <http://www.radcliffe.edu/students/index.php>

Research Fund for Senior Honors Theses on the History of Questions of Justice

This grant funds juniors in History, History and Literature, Social Studies, and other relevant concentrations who need financial assistance to do historical research for their senior honors essays on questions of justice, in any area or period of the world's history. Preference will be given to applicants who will use the funds for research in Africa, the Middle East, Asia, and the Pacific Islands, Latin America and the Caribbean. <http://www.courses.fas.harvard.edu/~history/UGjustice.cgi>

The Harvard Gay and Lesbian Caucus, Open Gate Foundation

The Open Gate Foundation provides funding for activities at Harvard University that benefit gay and lesbian students, faculty, staff, and alumni. Grants from \$100 to \$1,000 are available to fund undergraduate research projects.

<http://hgcl.org/opengate/brochure.html>

XII. Prizes

THE JUNIOR ESSAY PRIZE

\$300 prize awarded to the best Junior Essay in the WGS Concentration.

THE JANE C. GRANT SENIOR THESIS PRIZE

\$500 Prize awarded to the best Senior Thesis in the WGS Concentration.

THE EUGENE R. CUMMINGS SENIOR THESIS PRIZE IN LGBT STUDIES

Established in honor of Eugene Cummings, this prize offers \$1500 to the student from any concentration producing the best thesis on a topic related to Lesbian, Gay, Bisexual, or Transgender Studies. The thesis must focus on LGBT subject matter, rather than touching on LGBT issues tangentially.

XIII. The People of WGS

For further information about the concentration, please contact one of the following individuals, or visit our office in Boylston:

Caroline Light, Director of Studies, (617) 495-1964, clight@fas.harvard.edu

Linda Schlossberg, Assistant Director of Studies, (617) 496-9853,
schloss@fas.harvard.edu

Christianna Morgan, Administrator, (617) 495-9931, morgan@fas.harvard.edu

Amy Parker, Program Coordinator, (617) 495-1448, aparker@fas.harvard.edu

Katie Yankura, Staff Assistant, (617) 495-9199, wgs@fas.harvard.edu

Office address:

Committee on Degrees in Studies of Women, Gender, and Sexuality (WGS)

Boylston Hall Ground Floor, Harvard Yard, Cambridge, MA 02138

Telephone: (617) 495-9199; Fax: (617) 496-9855

www.fas.harvard.edu/wgs

wgs@fas.harvard.edu

Members of the Committee on Degrees in Studies of Women, Gender, and Sexuality 2008-09

Below is the Committee's most recent roster as of August 2008. Updated membership information for 2008-09 will appear on the online course catalog and on the WGS website.

Faculty of the Committee on Degrees in Studies of Women, Gender, and Sexuality

Bradley S. Epps, Professor of Romance Languages and Literatures and of Studies of Women, Gender, and Sexuality (*Chair (on leave 2008-09)*)

Janet Beizer, Professor of Romance Languages and Literatures

Robin M. Bernstein, Assistant Professor of Studies of Women, Gender, and Sexuality and of History and Literature (*on leave 2008-09*)

Peter J. Burgard, Professor of German

Steven C. Caton, Professor of Contemporary Arab Studies

Nancy F. Cott, Jonathan Trumbull Professor of American History (*on leave 2008-09*)

Rachel L. Greenblatt, Assistant Professor of Near Eastern Languages and Civilizations (*on leave spring term*)

Evelynn M. Hammonds, Professor of the History of Science and of African and African American Studies

Helen Hardacre, Reischauer Institute Professor of Japanese Religions and Society

Alice Jardine, Professor of Romance Languages and Literatures and of Studies of Women, Gender, and Sexuality

Matthew Kaiser, Assistant Professor of English (*Acting Chair, spring term*)

Christie McDonald, Smith Professor of French Language and Literature and Professor of Comparative Literature

Afsaneh Najmabadi, Professor of History and of Studies of Women, Gender, and Sexuality (*Acting Chair, fall term*)

Katharine Park, Samuel Zemurray, Jr. and Doris Zemurray Stone Radcliffe Professor of the History of Science (*on leave fall term*)

Mary M. Steedly, Professor of Anthropology (*on leave 2008-09*)

Judith Surkis, Associate Professor of History and of History and Literature

Laurel Thatcher Ulrich, 300th Anniversary University Professor

Adelheid Voskuhl, Assistant Professor of the History of Science (*on leave 2008-09*)

Affiliated Faculty

Leila N. Ahmed, Victor S. Thomas Professor of Divinity (*Divinity School*)

Arachu Castro, Assistant Professor of Social Medicine (*Medical School*)

Verena A. Conley, Visiting Professor of Comparative Literature and of Romance Languages and Literatures

Janet E. Halley, Professor of Law (*Law School*)

Amy Hollywood, Elizabeth H. Monrad Professor of Christian Studies (*Divinity School*)

Wendy L. Luttrell, Nancy Pforzheimer Aronson Associate Professor in Human Development and Education (*Education School*)

Uta G. Poiger, Visiting Associate Professor of History and of History and Literature (*University of Washington*)

Mary Ruggie, Adjunct Professor of Public Policy (*Kennedy School*) (*fall term only*)

Other Faculty Offering Instruction in Studies of Women, Gender, and Sexuality

Michael Bronski, Visiting Lecturer on Studies of Women, Gender, and Sexuality

Deborah J. Cohan, Lecturer on Studies of Women, Gender, and Sexuality

Jigna Desai, Visiting Associate Professor of Studies of Women, Gender, and Sexuality (*University of Minnesota*)

Karen P. Flood, Lecturer on Studies of Women, Gender, and Sexuality

Ian Keith Lekus, Lecturer on History and Literature, and Lecturer on Studies of Women, Gender, and Sexuality

Caroline Light, Lecturer on Studies of Women, Gender, and Sexuality (*Director of Studies*)

Laurie A. Nsiah-Jefferson, Lecturer on Studies of Women, Gender, and Sexuality

Linda Schlossberg, Lecturer on Studies of Women, Gender, and Sexuality (*Assistant Director of Studies*)

Katherine Stanton, Lecturer on Studies of Women, Gender, and Sexuality

Susan Stryker, Visiting Lecturer on Studies of Women, Gender, and Sexuality

XIV. WGS Courses

Studies of Women, Gender, and Sexuality 91r. Supervised Reading and Research

Catalog Number: 6225

Director of Studies and staff

Half course (fall term; repeated spring term). Hours to be arranged.

The study of selected topics in studies of women, gender, and sexuality.

Studies of Women, Gender, and Sexuality 97. Tutorial – Sophomore Year

Catalog Number: 7217 Enrollment: Limited to concentrators.

Caroline Light

Half course (spring term). Tu., 1-3.

An introduction to foundational concepts and analytical tools in the study of gender and sexuality. Focus on the ways in which diverse people have understood gender, sexuality, race, and nationhood as categories of knowledge. Case studies of activists and theorists forging complex alliances across unstable differences. Readings include Gloria Anzaldúa, Adrienne Rich, Simone de Beauvoir, Chandra Talpade Mohanty, Donna Haraway, Patricia Hill Collins, Inderpal Grewal, Judith Butler, Monique Wittig, Alison Bechdel, and Michel Foucault.

Note: Required of, and limited to, Women, Gender, and Sexuality concentrators in their first year in the concentration.

Studies of Women, Gender, and Sexuality 98r. Tutorial – Junior Year

Catalog Number: 8094

Director of Studies and staff

Half course (fall term; repeated spring term). Hours to be arranged.

Note: Ordinarily taken by concentrators for one term in the second term of the junior year. Concentrators planning to study abroad in the second term should take WGS 98r in the first term of the junior year.

Studies of Women, Gender, and Sexuality 99a. Tutorial – Senior Year

Catalog Number: 6763

Linda Schlossberg

Half course (fall term). Hours to be arranged.

Note: Both WGS 99a and 99b are required of all concentrators in their senior year.

Studies of Women, Gender, and Sexuality 99b. Tutorial – Senior Year

Catalog Number: 5847

Linda Schlossberg

Half course (spring term). Hours to be arranged.

Note: Both WGS 99a and 99b are required of all concentrators in their senior year.
For Undergraduates and Graduates

Studies of Women, Gender, and Sexuality 1000gm. Introduction to WGS: The Gender Mystique

Catalog Number: 9620

Alice Jardine

Half course (fall term). Tu., Th., at 10, and a one-hour section to be arranged.

EXAM GROUP: 12

An overview of major questions raised by the interdisciplinary study of women, gender, and sexuality and the challenges thus raised to traditional divisions of knowledge. Our approach will be contemporary and our subjects will range across history, science, economics, literature, and film, moving through feminist, postcolonial, and queer theories, towards an examination of how such fields as public health, medicine, education, and law have been forever changed by gender theory since WW II.

**Studies of Women, Gender, and Sexuality 1122. The Romance:
From Jane Austen to Chick Lit**

Catalog Number: 8181

Linda Schlossberg

Half course (fall term). M., W., at 12, and a one-hour section to be arranged.

EXAM GROUP: 5

A critical investigation of the genre's enduring popularity, beginning with Austen's satirical *Northanger Abbey* and three novels credited with providing narrative templates for contemporary romances (*Pride and Prejudice*, *Jane Eyre*, *Wuthering Heights*). We will then read twentieth-century revisions of these works (*Rebecca*, *The Wide Sargasso Sea*, *Bridget Jones's Diary*). Topics: the female writer and reader/consumer of literature; moral warnings against romance, "sensation," and titillation; the commodification of desire; Harlequins; the relationship between high culture and low.

Note: This course, when taken for a letter grade, meets the Core requirement for Literature and Arts A.

Studies of Women, Gender, and Sexuality 1125. Gender and Health

Catalog Number: 4563

Mary Ruggie (Kennedy School)

Half course (spring term). Hours to be arranged.

Based on theoretical debates between feminism and science and different understandings of health, illness, and healing, we explore the role of women, the medical profession, and various social institutions in constructing knowledge about gender and health. Among the issues we discuss are health behaviors, reproductive health, STDs, mental health, cancer, and aging. Throughout, we identify differences among women and men of different class, race, and ethnic groups.

Note: Expected to be given in 2009–10.

Studies of Women, Gender, and Sexuality 1133. Gender and Performance

Catalog Number: 8829

Robin M. Bernstein

Half course (fall term). Hours to be arranged.

Introduction to performance studies as it intersects with studies of gender, sexuality, and race. What does it mean to say gender is "performed"? How does performance — both on- and off-stage — construct and deconstruct power? Topics include transgressive and normative performances, athletics, feminist and queer theatre, gender in everyday life, drag, *Playboy*, and weddings. Texts include Tony Kushner, Judith Butler, Anna Deavere Smith, Cherríe Moraga, Eve Ensler, Bertolt Brecht, Guillermo Gómez-Peña, Coco Fusco, and Ntozake Shange.

Note: Expected to be given in 2009–10.

Studies of Women, Gender, and Sexuality 1154. I Like Ike, But I Love Lucy: Women, Popular Culture, and the 1950s

Catalog Number: 6855

Alice Jardine

Half course (fall term). Tu., Th., at 12, and a one hour section to be arranged. EXAM GROUP: 14

A diagnosis and analysis of this formative decade for the US babyboomer. Taught from a cultural studies perspective, the course focuses on gender politics in print media, film, television, and rock of the early cold war era. Topics include: the bomb and TV, the Rosenberg trial, early civil rights movement, beat generation, Hollywood dreams of true love, Elvis Presley, Marilyn Monroe, Lucille Ball, Jack Kerouac, Joe McCarthy, Rosa Parks, and others.

Studies of Women, Gender, and Sexuality 1162. Imagining Asian America – (New Course)

Catalog Number: 9404

Jigna Desai (University of Minnesota)

Half course (spring term). Th., 1-3. EXAM GROUP: 15, 16

This interdisciplinary course investigates the identities, experiences, and racial formations of Asian Americans within the larger context of capitalism, Orientalism, and American empire. We discuss the history of the United States as a "gate-keeping" nation-state as well as the current climate of increased xenophobia, nativism, and racialization. The course introduces "Asian American critique" as an intellectual mode of inquiry that critiques racialized regimes of power and inequality within America.

Studies of Women, Gender, and Sexuality 1172. Men and Women, War and Peace – (New Course)

Catalog Number: 3691

Ian Keith Lekus

Half course (fall term). M., W., at 11, and a one-hour section to be arranged.

EXAM GROUP: 4

We will investigate the gendered definitions of war and peace, both past and present. Focusing on the U.S. within a global framework, we will examine the ways that women and men have experienced warfare, military service, terrorism, and militarism, as well as their roles in building and maintaining peace. We will consider these questions from various perspectives, including combatants, nurses, and support personnel, diplomats, pacifists and terrorists, and spouses, partners, and sex workers.

Studies of Women, Gender, and Sexuality 1177. AIDS: Politics, Culture, and Science – (New Course)

Catalog Number: 8642

Ian Keith Lekus

Half course (spring term). M., W., at 11, and a one-hour section to be arranged.

EXAM GROUP: 4

This course introduces the political, social, cultural, and medical constructions of the HIV/AIDS pandemic. Drawing upon diverse interdisciplinary texts, we will investigate the pandemic's historical epidemiology; state, medical, and grassroots responses to AIDS; and evolving media representations of AIDS. We will explore both

continuities and changes in these dynamics from local, national, and transnational perspectives. To do so, we will focus on examples from the U.S., Latin America, sub-Saharan Africa, and South Asia.

Studies of Women, Gender, and Sexuality 1180. Hollywood Films and Postwar LGBT Politics

Catalog Number: 9658

Michael Bronski

Half course (fall term). M., 1–3. EXAM GROUP: 6, 7

This course will examine the interplay between post-World War Two film representation of gay, lesbian, bisexual, and transgender individuals and the development of a national LGBT political consciousness. In addition to film screenings, texts will include feminist and queer film theory, primary source movement documents, and popular writings on homosexuality. Emphasis will be placed on how Hollywood films reflect social change brought about by the LGBT movement working in conjunction with other movements.

Studies of Women, Gender, and Sexuality 1200fh. History of Feminist Thought

Catalog Number: 3042 Enrollment: Limited to 35.

Half course (spring term). Hours to be arranged.

Note: Expected to be given in 2009–10.

Studies of Women, Gender, and Sexuality 1200qh. Transgender History and Urban Spaces

Catalog Number: 5244

Susan Stryker

Half course (fall term). Tu., Th., at 11, and a one-hour section to be arranged.

EXAM GROUP: 13

This class explores the history of transgender communities and identities in the United States. Over the course of the semester, we will link transgender history to issues in contemporary critical, queer, and feminist theory, and develop an argument about the interrelationship between embodiment and the built environment.

Studies of Women, Gender, and Sexuality 1200sh. From Queer to Queer: Histories of Same Sex Love and Eroticism in the United States

Catalog Number: 7133

Robin M. Bernstein

Half course (fall term). Hours to be arranged.

Note: Expected to be given in 2010–11.

Studies of Women, Gender, and Sexuality 1210ft. Feminist Theory: Feminism and Psychoanalysis

Catalog Number: 5590

Amy Hollywood (Divinity School)

Half course (spring term). Tu., 3–5. EXAM GROUP: 17, 18

The course explores feminism's long and contentious relationship with psychoanalysis. From its inception, women were intensely involved in the psychoanalytic enterprise as patients, analysts, and critics. Sexuality is at the core of

psychoanalysis, and as a result the status of men and women, maleness and femaleness, masculinity and femininity, have been subject to continual debate. Through historical exploration of these issues we ask if, how, and why psychoanalysis matters to feminist theory and practice today.

Studies of Women, Gender, and Sexuality 1210qt (formerly Studies of Women, Gender, and Sexuality 1003). Queer Theory

Catalog Number: 9232 Enrollment: Limited to 15.

Bradley S. Epps

Half course (fall term). Hours to be arranged.

Examines the possibilities and pitfalls of a specifically "queer" understanding of gender, sexuality, culture, history, and politics. Special attention will be given to the international sweep and limits of queerness as conceptual category and identity (and anti-identity) formation in relation to questions of race, ethnicity, nationality, and class as well as artistic production and activism. Works by Butler, Sedgwick, Foucault, Rubin, Halperin, Warner, Wittig, Bersani, Cohen, Lorde, Halberstam, Califia, Stryker, Quiroga, Najmabadi, and many others.

Note: Expected to be given in 2009–10.

Studies of Women, Gender, and Sexuality 1215. Off the Page and Into the World: Feminist Praxis in the Community – (New Course)

Catalog Number: 3232 Enrollment: Limited to 12.

Deborah J. Cohan

Half course (spring term). M., 2–5. EXAM GROUP: 7, 8

This course will involve students in experiential learning in community agencies that serve women, girls, and/or gay, lesbian, bisexual and transgender communities. The course will require students to apply feminist theory to the challenges of organized social change. Internship placements of 8 hours a week in a community agency or non-profit organization must be approved by the instructors, in projects that advance students' knowledge of the intersection of identities, feminist ideologies, and feminist praxis.

Note: Interested students must attend a mandatory orientation meeting to be scheduled in December, 2008. Students will be required to arrange for an approved internship, and are encouraged to begin that process with the help of the instructors starting in December. Please contact the WGS main office for more information.

Studies of Women, Gender, and Sexuality 1222. Literature, Art, Cinema, and Queerness

Catalog Number: 2628 Enrollment: Limited to 25.

Bradley S. Epps

Half course (fall term). Hours to be arranged.

Examines the ties and tensions between so-called non-normative sexual identities and expressions and literature, film, and the visual arts. Draws on works from an array of countries in the modern period and includes select theoretical, critical, and historical readings. Topics include decadence and experimentation; oppression and resistance; desire, duty, and disease; silence and expression; normalization and radicalism, and the intersections of race, class, language, and nationality.

Note: Expected to be given in 2010–11.

Studies of Women, Gender, and Sexuality 1233. Gender, Sexual Violence, and Empire

Catalog Number: 4121 Enrollment: Limited to 15.

Katherine Stanton

Half course (fall term). Th., 1-3. EXAM GROUP: 15, 16

Making the case for what Deepika Bahri identifies as the "constitutive" role of gender in colonial formations, this course will examine the feminization of colonized peoples and crises in European masculinity, the myth of the black male sexual threat, and the notion of European women's moral authority. Yet we will also consider the importance of gender to national projects and postcolonial theorizations. We will read cultural history, literary theory, and literary works in this course.

Studies of Women, Gender, and Sexuality 1238. Consuming Passions – (New Course)

Catalog Number: 5605 Enrollment: Limited to 15.

Caroline Light

Half course (fall term). W., 1-3, and a weekly section to be arranged.

EXAM GROUP: 6, 7

In what ways do sexuality and desire frame our contemporary experiences of consumption, and how do unequal distributions of global power influence the relationship between producers of globally marketed goods and services and those who consume them? Topics include sex tourism, migrant domestic labor, international adoption and surrogacy, and the commercialization of same-sex desire.

Studies of Women, Gender, and Sexuality 1241. Race-Gendered Adolescence – (New Course)

Catalog Number: 3076 Enrollment: Limited to 15.

Laurie A. Nsiah-Jefferson

Half course (spring term). Hours to be arranged.

What is the meaning of being an African-American male adolescent, or a 15 year old female Vietnamese immigrant? How do adolescents of color see themselves? How does society view them? What are the current challenges and opportunities for these youth? What role does government policy, families and communities play? How do young people negotiate the raced-gendered terrain of their lives? Memoirs, novels, reports, legislation, and other documents will be utilized to explore these topics.

Studies of Women, Gender, and Sexuality 1256. Black Motherhood across the Diaspora – (New Course)

Catalog Number: 3994 Enrollment: Limited to 15.

Laurie A. Nsiah-Jefferson

Half course (fall term). W., 3-5.

The unique role of black mothering in the United States, Africa, the Caribbean and across the globe will be explored. We will focus on how mothers negotiate the terrain of dominant images of motherhood within and outside their communities, and the influence of gendered racism on themselves and their families. We will also explore public policies that impact on black motherhood, and how motherhood has been used as a subversive tool to fight oppression.

Studies of Women, Gender, and Sexuality 1300. Approaches to Research and Writing in WGS

Catalog Number: 4429 Enrollment: Limited to 15.

Afsaneh Najmabadi

Half course (fall term). Tu., 1-4. EXAM GROUP: 15, 16, 17

An analysis of the production of knowledge and research methodologies across a variety of interdisciplinary topics in WGS. Specific research and writing requirements in the humanities, social sciences, and sciences are addressed as interdisciplinary questions are explored. The course is designed to deepen students' thinking about their research questions, their roles and responsibilities as researchers, feminist epistemologies and the challenges of representation in the writing process.

Note: Required of all full and primary concentrators. Strongly recommended for joint concentrators with WGS as the allied field.

Studies of Women, Gender, and Sexuality 1403 (formerly Women's Studies 163). Nations, Genders, and Sexualities in Comparative Perspective

Catalog Number: 4054 Enrollment: Limited to 15.

Afsaneh Najmabadi

Half course (spring term). Hours to be arranged.

This seminar begins by considering several classical texts on modern nation- and state-formations, and their intersection with issues of gender and sexuality, including works by Anderson, Moss, and Foucault. We then study feminist, queer, and post-colonial critiques of these ideas using specific historical and anthropological works on the Middle East, South Asia and East Asia. Focuses on the formation of modern subjectivities in the context of reconfigurations of sex, gender, and nationality.

Note: Expected to be given in 2010-11.

Studies of Women, Gender, and Sexuality 1407. Harlots, Dandies, Bluestockings: Sexuality, Gender, and Feminism in the 18th and 19th Centuries

Catalog Number: 0730 Enrollment: Limited to 15.

Linda Schlossberg

Half course (spring term). W., 1-3. EXAM GROUP: 6, 7

How did social forces in the 18th and 19th centuries shape (and contest) new theories of womanhood, sexuality, and political equality? Readings from a variety of literary and political sources, including "Fanny Hill: Memoirs of a Woman of Pleasure," "Moll Flanders," "The Picture of Dorian Gray," "Dr. Jekyll and Mr. Hyde," "A Vindication of the Rights of Women." Areas of inquiry: prostitution, the suffrage movement, motherhood, property rights, psychology, manliness, sexology, Victorian pornography.

Studies of Women, Gender, and Sexuality 1453. South Asians in America: Nation, Migration, Diaspora – (New Course)

Catalog Number: 4326 Enrollment: Limited to 15.

Jigna Desai (University of Minnesota)

Half course (spring term). W., 3-5. EXAM GROUP: 8, 9

Using South Asian migration to the US as a case study, this course provides an overview of important concepts and trends in the study of gender, migration, and

citizenship. From an interdisciplinary feminist and queer perspective, we examine the relationship between postcolonial nations, "host" countries, and racialized diasporas. Spanning from early twentieth century Sikh farmers to contemporary post-9/11 America, the seminar develops critical lenses for understanding the identities and experiences of South Asian Americans.

**Studies of Women, Gender, and Sexuality 1460. Somatechnics:
Bodies and Technology**

Catalog Number: 4785 Enrollment: Limited to 15.

Susan Stryker (Indiana University)

Half course (fall term). W., 3-5. EXAM GROUP: 8, 9

"Somatechnics" is a newly coined term that calls attention to the linked nature of bodies and technologies. This advanced seminar will investigate technologies of embodiment in the fields of medicine, education, information technology, the arts, surveillance, science, and law. We will explore such topics as prostheses, the selling of human organs and tissues, assisted reproductive technologies, cybersex, and robotics.



**Committee on Degrees in Studies of
Women, Gender, and Sexuality (WGS)
Harvard University
Boylston Hall, Ground Floor
Harvard Yard
Cambridge, MA 02138
tel 617-495-9199
fax 617-496-9855
wgs@fas.harvard.edu**

<http://www.fas.harvard.edu/wgs>