This course offers introduction to graduate study in the inter- and multi-disciplinary field/s of Gender and Women’s Studies. We will explore key areas of inquiry for the field of GWS as well as reflections upon its past, present, and future. Scholarly readings and assignments are designed to invite the practice of connecting theory and practice in as well as out of the classroom. We will also have the opportunity to learn about some primary sites of professional engagement for scholars and researchers such as colloquia, conferences, scholarly journals, edited collections and scholarly monographs. Ultimately, the seminar provides insight into the inspirations, limitations, potentials, coalitions and conflicts that generate feminist theory and action most broadly conceived.

The seminar structure weaves together two main components: a reading list I have provided that create a terrain of gender inquiry and that simultaneously introduce you to the work of GWS faculty across disparate disciplines, and readings lists that you develop independently and collaboratively. Ultimately, this gives us the opportunity to connect with different aspects of the multi- and inter-discipline of GWS, engage those aspects as parts of an unruly, capacious and porous “whole,” and simultaneously, help each student advance their own individual program of study in tangible and practical ways.

*Regarding Office Hours: If you can, please use the online Scheduling Assistant to sign up for office hours. If those times do not work for you, I can often meet right after seminar, and I have additional office hours by appointment; feel free to email me to set something up.

**Required Books:** all books are available at Room of One’s Own independent bookstore on Gorham St. All but the most recent books will be available there in used as well as new copy.

Gloria Anzaldua, *Borderlands/La Frontera*. Newest edition or any used
Sami Schalk, *Bodyminds Reimagined* (*if you have not read Octavia Butler’s *Kindred* you might really enjoy doing so along with Schalk!)
Louise Erdrich, *The Last Report on the Miracles at Little No Horse* 
Ellen Samuels, *Fantasies of Identification*
Eli Clare, *Brilliant Imperfection* 
R. Jackie Cuevas, *Post-Borderlandia*

**Required Articles:** provided electronically via email and Canvas.


Accessibility:
*You may use laptops or reading devices in seminar if you need them for the sole purpose of accessing materials or taking notes. Please disable the internet connection during seminar.

*Everyone is welcome in this seminar and I am happy to make accommodations for disabilities. The McBurney Center provides useful documentation, and feel free to contact me if you’d like to discuss accommodations.

Course Requirements:
Regular attendance is required, as well as thorough completion of required readings and active participation in a lively and thoughtful discussion.
**Assignments:** Most assignments are amenable to presentation in alternative formats. I encourage people to use and experiment with a variety of styles of written, visual, tactile, or sonic expression. We will discuss this in seminar and please be in consultation with me about your needs and interests.

**Seminar Collaborative Co-facilitation:**

The most important aspects of this seminar are discovering and articulating your own insights from your reading, listening carefully to others, and maintaining open dialogue with others to *collectively* build greater insight. Everyone's perspectives are essential to this multi- and inter-disciplinary endeavor, not least because it is inherently transformative to become a group that includes sciences, humanities, social sciences, art, activism and life itself. You are encouraged to share your questions, and also to be aware of your impact on the overall discussion dynamic: is it well-balanced? If not, what can you do to facilitate a more open and respectful process of sharing and listening?

Consider yourselves to be *co-facilitators of seminar dynamics*: actively work to ensure that everyone is invited to share their perspectives; model an attitude of respect for all persons; facilitate communication across differences of perspective; and help open things up if people in seminar are reluctant to speak. *It is everyone’s responsibility to help each other be active collaborators; this is at the heart of our work in the seminar.*

**Keywords and Thesis:** For each work on the syllabus except Erdrich and Anzaldua, write a concise and clear thesis statement. Unless noted, also develop one or two keywords that best signal what for you are the most compelling or central aspects in the reading, and a sentence or two about why. You must bring these to seminar on the day we read the authors’ works.

**Building a Field:** Gender and Women’s Studies is always becoming and always transforming. Historically and in the present, it coheres and expands as a field of inquiry through scholarly conversation and sharing across theoretical, methodological, analytical, and thematic differences. Indeed, the variety of work within gender and women’s studies is uncontainable. This assignment gives you the opportunity to simultaneously build on your interests (and what got you there) and build the field by sharing with others at the table.

The assignment asks you to *identify 1-2 scholarly articles or a book that you have found particularly compelling or useful in your academic career*. Share with the seminar one article or a short portion of the book for the rest of us to read. Our conversation will begin with your presentation of how, in relation to a focused set of questions that animate your own work, this article speaks to you. *You will receive a more detailed assignment sheet separately.*

**Short Paper on Erdrich:** this assignment asks you to consider some possible analytical frameworks for engaging this novel, and use one or more of these to develop an analysis of some aspect of the work. *(4-5 pages) Details separately.*
Disciplinary Distinctions: 2 total papers, each 3-4 pages. This assignment asks you to discuss the implications of approaching an apparently namable topic (e.g. “gender” or “race” or “contraception”) from different disciplinary methods and perspectives. Each paper should place in conversation 2-3 different authors on our syllabus. Paper is due on the day we read those authors. Detailed info to come.

Semester Schedule

September 5, Introduction: Transforming Feminist Dialogues
Arvin, Tuck, and Morrill, “Decolonizing Feminism”
Vic Munoz, “Decolonizing Transgender”

Sept 12 Kris Grey/Justin Credible, visiting artist!
Jill Casid (2018) “Necrolandscaping” and “Queer Deformativity”

5pm Public Lecture, Kris Grey/Justin Credible, details to come.

Sept 19 Embracing Contradiction
Gloria Anzadua, Borderlands/La Frontera
Please develop one keyword for each chapter; select one poem that you will read to the seminar or ask someone to read for you.

Sept 26 Research Week for gathering your field-building piece
(no official seminar meeting)

Oct 3 Pedagogy and Accessibility
Sami Schalk, Bodyminds ReImagined

Oct 10 Disciplinary Distinctions
Finn Enke (2012). “The Education of Little Cis,”
excerpt from Jeffrey's Gender Hurts

Oct 17 Exploring Analytical Tools
Louise Erdrich, The Last Report on the Miracles at Little No Horse
in lieu of thesis/keyword assignment: write a short paper suggesting one or more possible frameworks for analysis of this novel. (sugg. 4-5 pages)
Oct 24  Building Fields
  Student Choice Reading
  Student Choice Reading
  Student Choice Reading


Oct 31  Building Fields
  Student Choice Reading
  Student Choice Reading

  **Chris Barcelos**. 2018. “Culture, Contraception, and Colorblindness”

Nov 7  Reading Embodiment
  Ellen Samuels, *Fantasies of Identification*

Nov 14  Bodyminds as/and Environment
  Eli Clare, *Cure*

Nov 21  NO SEMINAR MEETING

Nov 27  Building Fields
  Student Choice Reading
  Student Choice Reading
  Student Choice Reading

Dec 5  Building Fields
  Student Choice Reading
  Student Choice Reading
  Student Choice Reading

Dec 12  GWS Today?
  J. Cuevas, *Post-Borderlandia*