

Archive of Spring 2019 Undergraduate and Graduate Courses in LGBTQ Studies

Spring 2019 Undergraduate Courses

Recommended Undergraduate Courses in LGBTQ Studies (Spring 2019)

The following list is designed to help students identify courses in LGBTQ Studies that would be useful both for those pursuing the LGBTQ Certificate and Minors and for those with a general interest in the area.

The courses are divided into four categories:

1. Courses taught by LGBTQ Studies Faculty Affiliates with explicit LGBTQ Studies content and/or methods.
2. Other courses with explicit LGBTQ Studies content and/or methods taught by non-affiliated faculty.
3. Related courses of interest taught by LGBTQ Studies Faculty Affiliates. Although these courses may not have a primary LGBTQ Studies focus, they are likely to be LGBTQ-friendly because of the areas of specialization of the faculty teaching them. Students are encouraged to consult with the faculty teaching these courses to see how they might address their interests.
4. Other related courses of interest, particularly those with an intersectional focus on gender, sexuality, race, and social justice that would benefit students interested in LGBTQ studies.

This is not an exhaustive list of the courses that might count towards the Certificate or the Minor. For those who are pursuing the LGBTQ Minors and Certificates, there may be additional courses that qualify. To request approval for courses not listed, please contact LGBTQ Studies Director, [Ann Cvetkovich](#), or Program Coordinator, [Grayson Hunt](#). Please also check back regularly during registration for updates.

This list replaces the Pink Book used in previous semesters. Please check back regularly for updates.

1. Courses taught by LGBTQ Studies Faculty Affiliates with explicit LGBTQ Studies content and/or methods

WGS 301 • Black Queer Art Worlds

45500 • Gill, Lyndon
Meets TTH 5:00PM-6:30PM PAR 206
(also listed as AFR 317E, ANT 310L)

Description: Exploration of over two decades of work produced by and about black queer subjects throughout the circum-Atlantic world. Provides an introduction to various artists and intellectuals of the black queer diaspora, as well as an examination of the viability of black queer aesthetic practice as a form of theorizing.

WGS 335 • Gender Issues in Contemporary Latin American Cinema

45570 • Domínguez-Ruvalcaba, Héctor
Meets TTH 2:00PM-3:30PM BEN 1.126
(also listed as LAS 370S, SPN 350K)

Description: Please check back for updates.

WGS 335 • Queer Art And Activism

45555 • Nault, Curran
Meets TTH 2:00PM-3:30PM RLP 0.122

Description: This course will engage the intersections of queer art and activism, from the protest march to the museum. Students will explore salient figures, politics, practices and movements in the visual and performing arts, past and present, while also delving into artistic strategies deployed in the streets. Students will read key queer/activist texts and have the opportunity to participate in local queer activist happenings, including the OUTsider Festival. This course insists on an intersectional approach that will actively examine questions of race, class, nation, ability and generation—in addition to gender and sexuality.

WGS 335 • Queer Television

45560 • Nault, Curran
Meets MWF 2:00PM-3:00PM CMA 3.124

Description: This course immerses students in the critical analysis of queer television, broadly construed. Students will read key queer/TV theory texts and explore a diversity of queer TV texts, past and present, paying close attention to their attendant practices of production and reception, as well as the contested discourses of identity, politics, activism, desire and representation that these texts elicit. Important to this project are historical shifts in the representation of LGBTQ+ individuals, including their growing visibility in commercial media culture and entry into the “gaystream.” This course insists on an intersectional approach to TV that actively engages questions of race, class, nation, ability and generation—in addition to gender and sexuality.

2. Courses with LGBTQ content and/or methods taught by non-affiliated faculty

WGS 335 • Facilitating Dialogues on LGBTQ+ Oppression

Description: Students will learn to make the campus safer and more welcoming for all LGBTQA+ people by finalizing and co-facilitating intersectional workshops across campus including with open workshops, classes, residence halls, and student and community organizations. This semester our workshops ask and generate answers to the question “What do thriving queer communities look like?” Throughout the semester we build, reflect on, and evolve our own intersectional queer facilitation practice and ethics by practicing talking and facilitating discussions about racial justice and queer justice, with a focus on your workshop topics of bi QPOC leadership, transfeminism, and queer family. We focus on centering queer and trans voices and community through our readings and our workshop focus; our workshops strengthen queer community by building the skills of queer community members and folks in allyship. This semester you are peer educators, close readers of embodied interactions, initiators and guiders of difficult conversations, community builders of thriving queer communities across and through differences in gender identity, trans and cis identity, racialized identity, and sexual orientation.

WGS 350 • Feminist Theory

Description: As the recommended theory course for Women’s & Gender Studies majors, this course is designed to introduce students to theoretical texts by feminist scholars writing from a diverse range of critical perspectives. In our work together, we will also seek to explore the relationships between feminist theories and theories of gender, race, disabilities, social class, and nation.

During the semester, you will gain a solid knowledge of feminist theories, evidenced by your ability to:

- Analyze theoretical texts and describe debates and disagreements among feminist theorists.
- Apply feminist theoretical analysis to cultural objects and artifacts such as film, digital media, written texts, music, and performance.
- Situate our own identities, bodies, and socio-political positions within larger conversations about privilege, power, and embodied difference.
- Identify how the field of feminist studies has transformed and been transformed by other areas of academic inquiry, both interdisciplinary (LGBTQ studies, immigration, diaspora, border studies, disability studies, etc.) and disciplinary (media studies, anthropology, literature, cultural studies, etc.)
- Produce a significant piece of original writing that could (after revisions) serve as a basis for a professional presentation appropriate to your career goals and course of study (undergrad research forum, professional conference, writing sample for grad school applications, etc.).

Class sessions will include seminar style discussions, presentations by students, creative projects, brief lectures by the instructor, and interactive workshops.

3. Related Courses of Interest Taught by LGBTQ Studies Faculty Affiliates

MAS 301 • Introduction to Mexican American and Latina/o Studies

40315 • LeBrón, Marisol
Meets TTH 12:30PM-2:00PM BUR 112

FLAGS: Wr | CD | II

Description: This course will examine historical and contemporary examples of Latina/o/x political, social, and cultural practices in the United States through an interdisciplinary lens. We will explore the transnational nature of *Latinidad* and how Latina/o/x culture and identity is shaped by power relations and socio-political dynamics both in the United States as well as in countries of origin. This course will begin with discussions of what constitutes Latino/a/x identity and what constitutes Latino/a/x studies, laying the foundation for the analytical work we will do for the remainder of the semester. We will turn to themes ranging from colonialism and conquest, to sexuality and gender, to transnationalism and immigration, to race, poverty, and spatial inequality, to language, music, and media representations. Within each section of the course, students will be asked to articulate their thoughts via both written work and class participation, creating a classroom environment wherein students collectively think through the politics, histories, and implications of Latina/o/x identity.

AMS 310 • Intro To American Studies

31005 • Gutterman, Lauren
Meets TTH 9:30AM-11:00AM GAR 0.102
(also listed as HIS 315G)
(There is more than one section of this course, however only unique number 31005 is taught by LGBTQ Studies faculty affiliate Lauren Gutterman)

Description: AMS 310 is designed to provide an introduction to the interdisciplinary field of American Studies, that is, the study of American history, culture, and politics. Though not a comprehensive U.S. history survey, this course will cover a broad time period, beginning at the turn of the twentieth century and extending into the present day. “Home” will serve as our central trope and organizing framework, allowing us to track changes and themes in the American past in three major ways. First, we will examine “home” in a literal sense, as a dwelling place or lack thereof, to help us uncover persistent forms of racial and economic inequality. Second, we will consider “home” in a metaphorical sense, as a powerful and enduring symbol of the nation as a whole, drawing our attention to issues of immigration and citizenship. Finally, we will consider “the home” in an ideological sense, as a site at which ideas about family, gender roles, and sexuality cohere. Throughout, this course will examine shifts in what it means to be American, the ways in which that identity has worked to bring people together and push them apart, to bestow power and privilege on some while taking them away from others. Hopefully, students will come away from this course with a firm grounding in the diverse methods of American Studies research, a richer understanding of the American past, and a deeper sense of the multiple meanings of home in the present.

AAS 320 • Race/Internet/Social Media

32060 • Nault, Curran
Meets MWF 11:00AM-12:00PM GDC 4.304
(also listed as AMS 321)

Description: Please check back for updates.

WGS 340 • Community & Social Development-Ghana (taught in Ghana)

45595 • Jones, Omi
(also listed as AFR 374C, AFR 387D)

Description: In this course, students will participate in social change strategies that Ghanaians employ to strengthen their individual lives, their communities, and their environment. These strategies include the work of non-governmental organizations (NGOs), art for social justice, and social service agencies. The course involves both experiential and classroom learning, with an international-based service learning component that intentionally integrates community service, theatre for social change, academic learning, and civic engagement. This course is offered alongside Texas State University's "Ghana: Human Rights and Social Justice Applied" which expands the opportunities for learning from a wide range of faculty and fellow students. During the course, students will work with various non-governmental organizations, arts organizations, social service agencies, schools, and/or community-based organizations to implement small-scale community and/or art projects that will: 1) enhance student learning, 2) meet small-scale community needs and 3) allow students to critically reflect upon their entire study-abroad experience.

SPN 355 • Body Politics in Latin American Poetry

45270 • Domínguez-Ruvalcaba, Héctor
Meets TTH 11:00AM-12:30PM BEN 1.102
(also listed as LAS 370S)

Description: Taught in Spanish. Study of important themes or issues in the cultural production of the Latin American world. Among the regions studied are Spain; North, Central, and South America; the Caribbean; and related areas in Africa.

Topic 1: Fantastic Fiction from Latin America. Analysis of short stories by Latin American writers that in some way represent an alternative to realism.

Topic 2: Nonfiction Narratives from Latin America. Study of nonfiction works written in contemporary Latin America as experimental narrative forms that offer insight about current political, social, and economic problems of the region. Examination of these realities through readings and careful analysis of the works of popular nonfiction Latin American writers.

Topic 3: Jewish Voices from Latin America. Overview of popular Jewish writers from Brazil and Spanish America, with special emphasis on those who portray in their work the situation of the Jewish communities of their respective cities and countries.

Topic 4: Sex and Sexuality in Latin America. Examines different representations of sex, sexuality, and eroticism in the various cultures of Latin America. These concepts do not refer to explicit or provocative texts or images in books, films, or photographs alone. On the contrary, they include a vast gamut of life, love, pain, and social conflict.

Topic 5: Revolutionary Imagination in Latin American Cultures. Explores literary expressions in Latin America that reflect a dissident or transgressive imaginary published during the

revolutionary period (1960-1990). Examination of how different sociohistorical experiences require new narrative forms, and innovative ways of exploring and codifying collective community identities.

Topic 6: Violence in Contemporary Mexican Culture. Studies the representation of violence in contemporary literary and cultural production in Mexico in order to understand social, political, and cultural implications of current violence there. Taught in Spanish.

Topic 7: East/West/New World Encounters. Survey of works mostly in the Latin American and Hispanic literary tradition in which images or themes related to the East (Asia, Eastern Africa, the Middle East) are developed.

Topic 8: Memory and Writing in Caribbean Culture. Studies literary works from the greater Caribbean basin (with a focus on Cuba and Puerto Rico) in which the act of remembering is emphatically dramatized and described.

Topic 9: Literary Figurations in the Multimedia Age. Focuses on the figurations of sounds and images in literary language in the context of the multimedia environment of modern and contemporary Latin America.

E 371K • Modern And Contemporary Poetry

35670 • Bennett, Chad

Meets MW 1:00PM-2:30PM CAL 200

Prerequisites: Nine semester hours of coursework in English or rhetoric and writing.

Description: Why, given longstanding declarations of poetry's apparent cultural marginality or even demise, does poetry—and our need for it—persist? What does poetry do for us? Is it an art of social awareness and engagement? (“When power corrupts, poetry cleanses,” declared President John F. Kennedy in a 1963 speech.) Does poetry map the wild terrain of our inner lives? (“Poetry,” writes the poet Adrienne Rich, “can break open locked chambers of possibility, restore numbed zones to feeling, recharge desire.”) How do we account for the vital role poetry has played in twentieth- and twenty-first-century culture? How have contemporary poets responded to and helped to shape the cultural and aesthetic questions of their times?

This course, a study of poetry written in English from 1945 to the present, explores such questions through a sampling of poems from significant contemporary poetic communities and movements as well as the in-depth consideration of some of the most influential books of poetry published in the last seventy years. These innovative and sometimes controversial books evince the often-lively part poetry has played in contemporary culture. In our efforts to understand this part, our readings of these books of poetry will attend to both the poetic traditions and practices they represent and the cultural contexts out of which they emerge and to which they speak.

Class readings, discussion, and writing will be motivated by three main goals. First, we will seek to develop and fine-tune our skills in analyzing poetry, placing particular emphasis on understanding specific poems, and the workings and effects of poetic language, structures, and devices. Second, we will pursue a deep understanding of the individual books we consider, paying special attention to how each book's poetics and reception are differently inflected by issues of race, class, gender, sexuality, and nation. Finally, we will more broadly map the richness and variety of the movements, innovations, and impasses in poetry from 1945 to the present.

Texts: Our primary reading will consist of poems written from 1945 to the present, including work by poets such as Elizabeth Bishop, Gwendolyn Brooks, Allen Ginsberg, Lyn Hejinian, Frank O'Hara, Sylvia Plath, Claudia Rankine, Adrienne Rich, Juliana Spahr, and/or others.

E 379R • Twenty-First-Century Poetry

35745 • Bennett, Chad

Meets MW 10:00AM-11:30AM CAL 323

Prerequisite: Nine semester hours of coursework in English or rhetoric and writing.

Description: What is the poetry of the present moment? In this course, we will explore some of the most exciting poets writing today, their poems, their audiences, and the dynamic relationship among them. Our aim will be to map the varieties and the vitality of twenty-first century poetry written in English, including the post-language lyric; innovative feminist, queer, and minority poetics; ecopoetics; documentary poetry; procedural and conceptual poetics; mixed-genre writing that melds poetry with essay, memoir, or theory; and poetics that move beyond the page into other media, into modes of performance, and into spaces of lived experience. Our readings will emphasize the poetic traditions and practices that these new poetics challenge, extend, and invent, as well as the cultural contexts out of which they emerge and to which they speak.

Students can expect to come away from the course with increased confidence in their ability to read, think with, enjoy, and otherwise engage very recent poetry. To this end, we will be primarily concerned throughout the semester with specific poems and the workings, effects and implications of their language, structures, and devices.

Readings: Our reading will consist of exemplary poems from the past decade and select critical accounts of twenty-first century poetry and poetics. Poets to be studied may include: Rosa Alcalá, Reginald Dwayne Betts, Anne Boyer, CAConrad, Eduardo C. Corral, Natalie Diaz, Ross Gay, Terrance Hayes, Douglas Kearney, Aaron Kunin, Dorothea Lasky, Robin Coste Lewis, Fred Moten, Hoa Nguyen, Morgan Parker, Claudia Rankine, Evie Shockley, Layli Long Soldier, Danez Smith, Juliana Spahr, Susan Wheeler, and others

4. Related Courses of Interest with Intersectional Focus

WGS 301 • Asian American Creative Arts

45470 • shorb, kt

Meets MWF 11:00AM-12:00PM RLP 1.108

(also listed as AAS 310)

Description: This course examines theatre, dance and performance art by and about Asian Americans. We analyze these media in social, political, and historical contexts. We also use these sources as models for creating our own original work. As such, this class is focused on praxis—the marriage of theory and practice. In other words, this course combines analysis of

writing and media with learning basic methods for collaboration and devising performance. We define Asian America broadly, including both immigrants and people of Asian descent who have lived in the Americas for multiple generations. We engage with both documented (via text, video, or description) and live performance to examine how performance as a medium and mode of making meaning affects our perception of the world. We employ strategies from gender studies, queer studies, performance studies, and critical race studies to discuss how Asian Americans make meaning through performance, and how performance represents Asian America. Finally, we use our critical analysis to discover and apply creative strategies toward building meaning around Asian America that reflects our own political and social beliefs and hopes.

WGS 301 • Ethnicity & Gender: La Chicana

45490 • Allison, Alexandra
Meets MWF 12:00PM-1:00PM JGB 2.202
(also listed as AMS 315, MAS 311, SOC 308D)

Description: The term “Chicana” has its roots in the 1960’s-70’s Civil Rights Era and the Chicano Movement. Beginning with this rich activist heritage and ending at our current political moment, in this class we will deconstruct the term “Chicana,” discovering and celebrating the plurality of meanings and identities that make up the word. We will do this work through a survey of multiple genres—poetry, film, testimonio, and more—and we will have the opportunity to see how Chicanas have interrogated and manipulated different forms in order to best express their hybridized selves.

WGS 301 • Women, Gender, Literature, and Culture

45510 • Martinez, Brenda
Meets TTH 11:00AM-12:30PM PAR 308
(also listed as E 314V)
Prerequisites: One of the following: E 303C (or 603A), RHE 306, 306Q, or T C 303C (or 603A).

Description: When Gloria Anzaldúa stated, “A woman who writes has power and a woman with power is feared,” she defined writing as a tool for political resistance. In this course we will examine literary texts by and about women of color and the way literature attempts to expose deep political, economic, and social issues in American society with an emphasis on the intersections of gender, economic, and racial justice. Since women’s and gender studies examines and critiques power, together we will learn to identify and challenge hierarchies within social institutions and explore the relationships between privilege, oppression, and resistance. We will play with stories that identify, interrogate, and rebel against gendered tropes in a variety of genres: poetry, essays, novels, comic books, music, and film. Together we will explore how feminist critique can reveal the relationship between forms of oppression and resistance based on gender, race/ethnicity, class, ability, sexuality, and nationality. In order to situate these works historically, materially, and culturally, we will read key figures within Black, Latina, Indigenous, Third-World, and Postcolonial/Decolonial feminism such as bell hooks, Joan Morgan, Patricia Hill Collins, Kimberlé Crenshaw, Angela Davis, Gloria Anzaldúa, Gayatri Spivak, Chandra Talpade Mohanty, Andrea Smith, Sarah Ahmed and more. We will interrogate cultural, political, and economic issues facing women today including globalization, colonialism, war, and various forms of state violence. Finally, students will be asked to engage in critical reflection as we

wrestle with the underlying questions: How do we write through traumatic and violent moments? How can we speak our truths?

The primary aim of this course is to help students develop and improve the critical reading, writing, and thinking skills needed for success in upper-division courses in English and other disciplines. They will also gain practice in using the Oxford English Dictionary and other online research tools and print resources that support studies in the humanities. Students will learn basic information literacy skills and models for approaching literature with various historical, generic, and cultural contexts in mind.

This course contains a writing flag. The writing assignments in this course are arranged procedurally with a focus on invention, development through instructor and peer feedback, and revision; they will comprise a major part of the final grade.

UGS 302: Global Indigenous Media

61295 • McDonough, Kelly
Meets TTH 2:00PM-3:30PM, WAG 208

Description: Explores similarities and differences of native cultures through research of various areas with an emphasis on those in Texas.

WGS 305 • Introduction To Women's & Gender Studies

45515 • Somers-Willett, Susan
Meets TTH 11:00AM-12:30PM GAR 3.116

Description: Women's and Gender Studies is an interdisciplinary field that asks critical questions about the relationships between sex, gender, society, and our own experiences as political acts. In this course, students will come to understand key differences between sex, gender, and sexuality; define feminism both broadly and personally, particularly in relationship to race, class, and other intersectional aspects of identity; learn about queer and trans histories and experiences; explore women's experiences in international contexts; and investigate the body and its representation as a way to uncover gender norms and expectations. We will also discuss and write about recent social controversies (such as bathroom legislation, bias incidents, the exclusion of groups from the Women's March on Washington) as moments that reveal and critique the cultural codes of gender. An emphasis will be placed on self-identified women, LGBTQA+ individuals, and people of color.

MAS 314 • Mexican American Literature and Culture

40325 • Rosas, Lilia
Meets: MWF 10:00 a.m.-11:00 a.m. GEA 127
40330 • Rosas, Lilia
Meets MWF 11:00 a.m.-12:00 p.m. GEA 127

Description: The first Festival de Flor y Canto in University of Southern California in 1973 marks an overt shift in the literary production of Chican@/xs. A celebration of the expressions and creations, which inform Mexican American, Chicana@/x literature and culture, this

gathering, was one of numerous key outlets to showcase this profound vastness and diversity. In this class, we will consider the range of stories, narratives, and texts critical to understanding the daily lives, resistance, exploitation, and rebellions within Mexican Americans and Chican@/xs in the United States. Through a careful reading of the novel, short story, and poetry, memoir, and film we will uncover the relevant themes, which are central to (me)Xican@/xs, xicanindi@/x, mestiz@/xs, indigenous, and brown communities across Greater Mexico. By the end of the course, students will achieve a growing comprehension into subjects such as curanderismo, rasquachismo, segregation, incarceration, migrations, familia, feminism, womanhood, queerness, and la frontera, to name but a few.

WGS 340 • Chicana Feminisms

45590 • Guidotti-Hernández, Nicole
Meets MW 1:00PM-2:30PM ECJ 1.308
(also listed as AMS 321, MAS 374)

Description: Please check back for updates.

WGS 340 • Feminist Interventions in Borderlands History

45635 • Guidotti-Hernández, Nicole
Meets MW 10:00AM-11:30AM BUR 436B
(also listed as AMS 370, MAS 374)

Description: Historians and literary critics have long debated the significance—both literary and cultural—of such "Beat Generation" writers as Jack Kerouac, Allen Ginsberg, and William Burroughs. This seminar will engage that debate by examining some "classics" of Beat writing and tracing their impact on popular art and culture from the 1960s through the 1980s. First we will assess several key Beat texts both as literary works and as documents of social and cultural history from the 1940s through the early 1960s. Then, using an interdisciplinary approach, we will ask whether a Beat aesthetic spread from literature to other areas of cultural production. Finally, we will examine survivals, influences, and appropriations of Beat or neo-Beat modes of expression in popular arts from the 1960s through the 1990s, including but not limited to literature, art, music, film, photography, and comics. This course has a significant writing component, including a final paper on a single Beat or neo-Beat figure or phenomenon. In a sense, the course is an exploration of alternative cultures during the last half of the twentieth century.

WGS 340 • Latinx Short Story

45620 • García, Patricia
Meets MWF 10:00AM-11:00AM CAL 200
(also listed as MAS 374)

Description: Please check back for updates.

WGS 340 • Rethinking Blackness

45625 • Thompson, Lisa
Meets TTH 12:30PM-2:00PM RLP 0.128
(also listed as AFR 372C, AMS 321, E 376M)

Description: Cultural critic Wahneema Lubiano argues that “postmodernism offers a site for African American cultural critics and producers to utilize a discursive space that foregrounds the possibility of rethinking history, political positionality in the cultural domain, the relationship between cultural politics and subjectivity, and the politics of narrative aesthetics.” Other scholars such as Cornel West conclude that the black experience in America is fundamentally absurd. Henry Louis Gates Jr. suggests that, “only a black person alienated from black language-use could fail to understand that we have been deconstructing white people’s languages and discourses since that dreadful day in 1619 when we were marched off the boat in Virginia. Derrida did not invent deconstruction, we did!” If postmodernism is characterized by a de-centered human subjectivity then the black condition in the Americas is fundamentally postmodern. Although many writers render the outsider status of African Americans with somberness this course examines texts that re-imagine black subjectivity beyond traditional narratives of suffering and oppression. The authors that we will read present topics sacred to many African Americans such as the Civil Rights movement, slavery, family and blackness, but do so outside traditional African American literary paradigms. We will consider how their treatment of such sensitive issues expands notions of black identity and re-writes assumptions about the African American experience. During the term we will explore texts—some non-canonical others more familiar—from the late 20th century to the present. Class participants will become acquainted with artists working in a variety of genres such as literary satire, rock musical, faux documentary and speculative fiction.

WGS 340 • Women, Gender & Black Power

45630 • Farmer, Ashley
Meets MW 1:00PM-2:30PM PAR 208
(also listed as AFR 374D, HIS 350R)

Description: Please check back for updates.

E 350R • Victoria Maladies: Disease, Illness, Disability

35595 • Lau, Travis
Meets MWF 10:00AM-11:00AM PAR 105
Prerequisite: Nine semester hours of coursework in English or rhetoric and writing.

Description: Throughout the long nineteenth century (c. 1780 – 1914), medicine shifted greatly in theory and practice as a product of professionalization within teaching hospitals and the rise of the specialized sciences. The Industrial Revolution also produced increasing numbers of disabled people who prompted the development of new institutions and technologies to address this population. We will consider how the poetry, prose, and drama of this extended period responded to and actively shaped the developments in medical science. Rather than thinking about literature and medicine as separate, we will examine their shared rhetorical strategies and networks to trace how these domains interacted with one another in Victorian culture. What new forms of pathology emerged and how did literature represent or even challenge these views of race, gender, and sexuality? How did cultural assumptions about illness and disability evolve

alongside medical theories of the body in a new age of public health?

Proposed Texts/Readings: Readings will include Harriet Martineau's *Life in the Sickroom*, Wilkie Collins' *Poor Miss Finch*, and Robert Louis Stevenson's *The Strange Case of Dr. Jekyll and Mr. Hyde*, alongside excerpts from medical and scientific writings in the period. Additional readings will be made available on Canvas.

AFR 372C • Race/Capitalism/Environment

30532 • Vasudevan, Pavithra
Meets MW 11:30AM-1:00PM PAR 306

Description: Please check back for updates.

AFR 372C • Black Middle Class

30525 • Thompson, Lisa
Meets TTH 9:30AM-11:00AM CBA 4.348
(also listed as AMS 321, WGS 340)

Description: During this term we will embark on an interdisciplinary exploration of the African American middle class in the US from 1900 to the present, with a particular emphasis on post-Civil Rights era developments. We will use literature, film, history, theatre, cultural studies, music, television, and sociology to examine how the black middle class has been imagined, defined and represented. By examining the debates within and about the black middle class, we will complicate constructions of race in America. The course is particularly interested in investigating the following: the concept of racial uplift; the construction of the “race man” and “race woman;” the idea of class privilege for a racially marginalized group; conflicts between the black middle class and the working class; the role of the black middle class in policing black sexuality; the notion of middle class rage; the rise of the black nerd; assertions of racial authenticity; the new black aesthetic; and the politics of affirmative action.

MAS 374 • Latinx Sexualities

40425 • Rosas, Lilia
Meets MW 2:30PM-4:00PM PAR 103

Description: The publishing of *Compañeras: Latina Lesbians* in 1987 represents a pathbreaking disruption, which works to humanize, demystify, and complicate the narratives of Latina sexualities at the height of the AIDS pandemic. Told from multiple perspectives by intermingling the voices of scholars, writers, poets, and truth-tellers, this text is still a testament to the stories we must continue to research and analyze to underscore the nuances of Latin@/x racialized sexual formations. In this course, students will chart and examine Latinx Sexualities from a historical perspective to comprehend the social, cultural, political, and economic factors, which have shaped these experiences. We also will challenge the simplistic and monolithic notions of sexualities that have plagued dominant discourses about Latinx sexuality. Finally, we will evaluate and reflect upon how Latin@/x communities (across sexualities, queerness, and heteronormativity) have defined themselves, resisted repression(s), and participated in their own emancipation of

identities, expressions, and desires from their perspectives as indigenous, Afrolatin@/x, and (me)Xican@/x peoples.

AFR 374D • Blacks/Asians: Race/Soc Mov

30675 • Bhalodia-Dhanani, Aarti
Meets MWF 10:00AM-11:00AM CMA 3.114
(also listed as AAS 330, ANT 324L)

Description: Please check back for updates.

Spring 2019 Graduate Courses

Recommended Graduate Courses in LGBTQ Studies (Spring 2019)

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WGS 393 • Black Queer Diaspora

45730 • Gill, Lyndon
Meets T 12:30PM-3:30PM GWB 1.138

Description: Interdisciplinary topics relating to Women's and Gender Studies. Seats restricted to WGS MA and Portfolio students during early registration. Check cross-listings for home departments and originating field of study.

3. Related Courses of Interest Taught by LGBTQ Studies Faculty Affiliates

ILA 387 • Colonialism(s), Decolonization, and Indigenous Responses

44600 • Carcamo-Huechante, Luis
Meets W 9:00AM-12:00PM BEN 1.118
(also listed as LAS 381) (This course is taught in Spanish)

Description: This seminar aims to offer a critical and historical review of the influential currents of thought on colonialism and its multiple forms and manifestations in Abya Yala - a Kuna language term referring to the continent that we know today as “the Americas.” The course will mainly focus on critical elaborations on colonial experiences, regimes, and practices by Indigenous scholars, activist, and movements. Furthermore, it will give critical attention to the ways in which these theorizations envision anti-colonial politics, decolonization movements, and Indigenous politics and agency in the cultural, aesthetic, epistemic, ontological, methodological, and historical terrains. The readings and discussions will geographically and historically emphasize anti-colonial and decolonizing thought rooted in the southern part of the Abya Yala continent—or what has been named “Latin America” in nation-states narratives. The seminar will also include influential authors and works from Native North America (Turtle Island) and other regions of the world. Works by some influential non-Indigenous thinkers will be incorporated into the readings and discussions. Film, literature, and art will all be included. This seminar will be conducted in Spanish.

AFR 387D • Community & Social Development in Ghana (taught in Ghana)

30735 • Jones, Omi
(also listed as AFR 374C, WGS 340)

Description: In this course, students will participate in social change strategies that Ghanaians employ to strengthen their individual lives, their communities, and their environment. These strategies include the work of non-governmental organizations (NGOs), art for social justice, and social service agencies. The course involves both experiential and classroom learning, with an international-based service learning component that intentionally integrates community service, theatre for social change, academic learning, and civic engagement. This course is offered alongside Texas State University’s “Ghana: Human Rights and Social Justice Applied” which

expands the opportunities for learning from a wide range of faculty and fellow students. During the course, students will work with various non-governmental organizations, arts organizations, social service agencies, schools, and/or community-based organizations to implement small-scale community and/or art projects that will: 1) enhance student learning, 2) meet small-scale community needs and 3) allow students to critically reflect upon their entire study-abroad experience.

WGS 392 • Research Methods Seminar Women's & Gender Studies

45720 • Livermon, Xavier
Meets M 2:00PM-5:00PM CMA 3.134

Description: This course is designed to prepare graduate students in gender studies and the qualitative social sciences to conduct a research project for their master's theses or similar projects. We will explore a range of research methods and traditions as well as the epistemological assumptions underlying them. We will consider what it means to conduct "feminist" research, as well as the perils and promise of the more participatory research traditions. Some of the research methods we will explore include interviewing, survey research, case studies, textual analysis, and participant observation.

WGS 393 • Black Studies Theory II

45735 • Livermon, Xavier
Meets W 2:00PM-5:00PM BUR 128
(also listed as AFR 392)

Description: Interdisciplinary topics relating to Women's and Gender Studies. Seats restricted to WGS MA and Portfolio students during early registration. Check cross-listings for home departments and originating field of study.

E 397N • Fin de Siecle Travel Writing

35880 • Hoad, Neville
Meets TTH 11:00AM-12:30PM PAR 305

Description: In this course, we will read selections from the writings of Roger Casement, Joseph Conrad, H. Rider Haggard, Rudyard Kipling, Mary Kingsley, Gertrude Bell in order to discuss how they represented race, Empire and futurity.

4. Other related courses of interest

AFR 391 • Black Studies Methods

30745 • Tang, Eric
Meets TH 10:00AM-1:00PM CMA 3.134

Description: A survey of seminal black studies texts and methods that have transformed the social sciences, humanities, and fine arts in producing a distinct black studies epistemology. Explores what black studies scholars have done to transform traditional methods and disciplines in pursuit of a distinct black studies methodology.

WGS 393 • Feminist Geopolitics: Race & Empire

45747 • Vasudevan, Pavithra
Meets W 2:00PM-5:00PM CAL 221
(also listed as GRG 396T)

Description: Interdisciplinary topics relating to Women's and Gender Studies. Seats restricted to WGS MA and Portfolio students during early registration. Check cross-listings for home departments and originating field of study.