

PINK BOOK 2009-2010

Courses of Interest to Students in Gay, Lesbian, Bisexual, Transgender, and Queer Studies

**FALL 2009
UNDERGRADUATE**

Child and Adolescent Sexuality (Freshman Seminar)

UGS 302

TTH 12:30 to 2:00 GAR 2.124

Instructor: Dr. Thomas Hubbard

Partial LGBTQ content

Course description: Few topics provoke as much discomfort and emotion as child sexuality and child sexual abuse. While educated observers acknowledge the reality of the former, our society justifiably worries about the latter. How can we rationally balance the claims of the one against the potential of harm from the other? This seminar aims to encourage critical thinking rather than emotional reaction in confronting these difficult issues. For perspective, we shall first use key primary texts and works of visual art to examine the construction of the "child" and its relation to sexuality at three different historical moments: Classical Greece, Renaissance Italy, and Ming-dynasty China. We shall then examine analytic texts from a variety of disciplinary perspectives, including developmental psychology, social work, comparative ethnography, primate zoology, and evolutionary biology. Students will be challenged to evaluate, in both oral and written reports, the nature of primary evidence and the universalizing claims of disciplinary practitioners, when viewed against the background of other approaches or periods. We shall also consider the importance and fragility of academic freedom in treating such sensitive and controversial subjects, in light of the active suppression of research that does not conform to politically empowered agendas.

Introduction to Ancient Greece

CC 301

MWF 200 to 300p FAC 21

Instructor: Dr. Thomas Hubbard

Partial LGBTQ content

Course description: A survey of the art, history, literature, and philosophy of Greece from the Homeric Age through the conquests of Alexander the Great, with particular attention to issues of gender and sexuality, including the status of women, male homosocial bonding, and pederasty. Classical Greece is one of the few historical civilizations that openly celebrated same-sex love and erotic relations, but different practices prevailed in different parts of Greece during different periods, and sexual attitudes were also inflected by social class. Queer texts will include the poems of Sappho and Pindar, Euripides' Hippolytus (queerly read), Plato's Symposium, and Aeschines' homophobic speech Against Timarchus. The erotic character of ancient athletics and art (both vase painting and sculpture) will also be a focus of interest.

Training Processes in Intergroup Dialogue

EDP 369K, Unique number: 10335

T 200 to 500p SZB 343

Instructor: Dr. Elizabeth Medina

Partial LGBTQ content

Course Description: EDP 369K is a unique class that is designed to provide foundational skills and knowledge needed to facilitate multicultural group interactions, particularly intergroup dialogues. Topics include basic group facilitation skills; social identity and group development; prejudice and stereotyping; privilege and oppression; intergroup communication; conflict intervention; and community building techniques.

You will have the opportunity to expand your own self-awareness, and potentially have an impact on the identity development and multicultural understanding of other students. Through the training course, you will develop valuable life skills in communication, group dynamics, teamwork, facilitation, and other valuable areas. If you are looking for ways to make a difference at the University of Texas at Austin, then this may be the very opportunity for you.

If you are interested in either of these Intergroup Dialogue classes please register!! For more questions or if you have trouble registering, please contact Smita Ruzicka at s.ruzicka@austin.utexas.edu or (512) 471-9700. For more information visit our website, <http://deanofstudents.utexas.edu/glie/intergroupdialogue/>

Women and Media Culture

RTF 359s/WGS 324

TTH 200 to 330p PAR 303

M 500 to 730p CMA A3.12

Instructor: Prof. Mary Celeste Kearney

Queer friendly

Course description: Introduction to women's representation, production, and consumption of entertainment media.

US Women, Gender & Sexuality to 1865

HIS 317L/ WGS 301

MW 300 to 430p GAR 1.134

Instructor: Dr. Carolyn Eastman

Partial LGBTQ content

Course description: This course will examine changes in the history of women, sexuality, and gender from the first colonial settlements to the Civil War. Drawing on a range of sources, including women's and men's political, imaginative, and private writings, we will explore the changing relation of gender and sexuality to families, economics, politics, religions, and culture for the variety of peoples who inhabited early America. We will return throughout the class to several central questions that emerged in early American society and which continue to have an impact on the United States today: How did culturally-dominant ideals for men and women affect the actual lives of ordinary people? How did new understandings of sexuality and reproduction affect the social constructions of manliness and womanliness over time? How were the experiences of people of color, the poor, or rural people related to the gender experiences of wealthy whites? How did new ideas about liberty and freedom affect the lives of women of all races? Throughout, this class draws attention to the interrelations between gender and other means of marking social hierarchies—race, class, and sexual orientation, to name a few.

The focus in this course is on reading, interpreting, and criticizing texts—to introduce students to historical thinking—rather than on the strict memorization of factual information. To do so, the course readings will balance both original historical documents and scholarship by historians.

Assignments and grading:

Weekly reading assignments average 80-100 pages. Grades will be based on three essay exams. Engaged, thoughtful class discussion and participation will improve your final grade.

Readings will include:

Hannah Foster, *The Coquette*

Richard Godbeer, *Sexual Revolution in Early America*

Harriet Jacobs, *Incidents in the Life of a Slave Girl*

Narrative of Mrs. Mary Jemison (a white captive converted to the Seneca tribe of Indians)

Linda Kerber, *Women of the Republic*

Kathryn Kish Sklar, *Women's Rights Emerges within the Antislavery Movement, 1830-1870*

Contemporary Cultural Geography

GRG 336

TTH 2:00-3:30 GRG 312

Instructor: Dr. Rich Heyman

Partial LGBTQ content

Course description: Activists converge on a public park to protest government policies. A city is divided by plans to transform its decaying industrial downtown into a gleaming post-industrial conference center. People organize a pride march through a gay neighborhood. Controversy erupts over a public art commemorating an historical event. People argue about what to do with the site of the former World Trade Center. A women's group marches to "take back the night." These are the kinds of issues that we'll take up in this class.

As an advanced course in cultural geography, this class will survey recent developments, both theoretical and topical, in the study of cultural landscapes. We'll look at what geographers are currently saying about the relationship between culture and space, especially around power—social, economic, and political. We'll focus on the construction of landscapes and the everyday practices that imbue them with meaning, the ways those meanings are contested and struggled over, and how the relationship between culture and space plays a central role in the social construction of class, gender, sexuality, race, nature, and postcoloniality.

Confronting LGBTQ Oppression: Exploring the Issues and Learning the Skills to Communicate Them

SW 360K/WGS 345

F 1130 to 230p SSW 2.116

Instructor: Prof. Whalley

Primary LGBTQ content

Course description: Lesbian, gay, bisexual, transgender, and queer (LGBTQ) people on the UT campus and beyond face many challenges due to homophobia, heterosexism, biphobia, and transphobia. Education and awareness are the first steps in combating hate and discrimination. This course will serve two primary functions: to increase participant's knowledge on the issues

facing the LGBTQ community and to learn facilitation skills in order to talk about these issues on campus. Peer education is a powerful tool. Participants in this course will become peer educators in a team. During the spring semester they will give workshops across campus around LGBTQ issues.

Introduction to Mexican American Cultural Studies

MAS 307

TTH 330 to 500p BUR 116

Instructor: T. Jackie Cuevas

Partial LGBT Content

Course description: An introduction to the theoretical and substantive issues covered under the interdisciplinary rubric of cultural studies. The course explores the Mexican American cultural experience through historical analysis, cultural critique and literary production. Contact instructor at tjcuevas@mail.utexas.edu for reading list.

Gay and Lesbian Literature and Culture

E 314V / WGS 301

TTH 930 to 1100a FAC7

Instructor: Kevin Bourque

Primary LGBTQ content

Course description: Gay and Lesbian Literature and Culture will introduce students to some seminal texts in the queer literary canon and expand students' understandings of literature and sexuality. We will be especially attuned to the following questions: Can we accurately identify a "history" of gay and lesbian identity? And how might we read simultaneously through our own cultural lens, and with an understanding of the text's historical period? Our readings will be both historical and contemporary, both overtly and covertly queer; we will read canonical and popular literatures, and expand the terms "literature" and "culture" by likewise considering film, music, and visual art. Ultimately, students will assess queer literatures not merely through their subject matter or the public identity of their authors, but also through methods of reading. (That is: how might one "read queerly?")

TRANS: Dangerous Border Violations

Fall 2009, TRANS is open to both Graduate and Undergraduate students

Course numbers: RTF331R #08235 RTF390N #08680

M 100 to 400p CMB B4.110

M 500 to 630p CMB B4.110

Instructor: Dr. Sandy Stone

Primary LGBTQ content

The ACTLab is once again offering TRANS: Dangerous Border Violations
<<http://home.actlab.utexas.edu/trans.shtml>>

A sample syllabus is available as a download from the website. This semester there will be only two projects, not three as the sample syllabus claims.

Course description: This course is an exploration into the media and technologies of transition, with emphasis on transgender and transsexuality across cultures and throughout history. We will: conduct a global historical survey of the practices of transsexual and transgendered people from antiquity to the present; review changes in scientific perspectives on the design and significance of the male/female body as well as intersexed and transsexual bodies; discuss gender, prosthetics, cyborgs, and the relation of the posthuman to media production; and explore the function of the transsexual figure in films, pulp fiction, and popular culture. You will produce physical and/ or digital projects, including video and film, as well as research papers, in line with the ACTLab emphasis on making.

Class is in studio and discussion format. This means that your active participation is a requirement of the course. During the semester I expect you to contribute your own ideas and arguments to the discussions, and to be willing to take the risks such contributions imply.

There are no written exams. Instead you will use the theories and tools you acquire during the semester to *make stuff* about some aspect of Trans. What you make can be in any form: sound, installation, film, video, computer animation, digital-fu, collage, sculpture, assemblage, performance -- you name it. You will do this in stages, starting with simple projects and moving to more complex ones, using humor, irony, uncommon approaches, and bizarre techniques.

You will make a total of three projects: two relatively small projects and one larger final project. They are due at roughly four week intervals during the semester.

Take risks! Amaze us! In ACTLab New Media courses we assume a high level of motivation on your part and your willingness to self-start, set your own goals, think independently, collaborate with others, seek help when you need it, and take risks.

Introduction to Women's and Gender Studies in the Fine Arts

FA 350 / WGS 345 Undergraduate writing seminar

T/ Th 11:00 - 12:30 DFA 4.104

Instructor – Prof. Ann Reynolds

Partial LGBTQ content

Course Description: This course will provide an introduction to women's and gender studies in relation to visual, performance, theatrical, and musical culture by focusing on two genres or modes that have been of central interest to feminists in the United States and Europe: melodrama and documentary. We will begin by reading one of the foundational examples of U.S. melodrama, Harriet Beecher Stowe's *Uncle Tom's Cabin or Life Among The Lowly*, followed by a number of essays and works of art that have addressed this book and its impact on the relationship between race and gender in the United States and elsewhere. In the second part of the course, we will look at James Agee and Walker Evans's 1941 documentary study of Southern sharecroppers *Let Us Now Praise Famous Men*. This text and its accompanying images address the boundary between documentary and autobiographical representation. We will then consider a number of artists and scholars who have made these boundaries or limits central to their work as feminists. Finally, we will consider two films which deal with the same subject, the murder of Brandon Teena, through the two genres of documentary or melodrama in order to draw some conclusions about the relationships between these two genres and their effectiveness as feminist tools.

Performing Art History: Joan Jonas

ARH 359 / WGS

T / Th 4-5:30 ART 3.433

Instructor – Prof. Ann Reynolds

Partial LGBTQ content

Course Description: This course will consider art and art history's engagement with film, performance, and video art from the 1930s to the present through a number of key art historical texts and case studies of individual artists and works of art. The performance, video, and installation artist, Joan Jonas, who will be in residency in Austin for approximately one month in the fall, will be our primary case study, and she will conduct a workshop with the students in the seminar related to a new work in progress based on Dante's *Inferno*.

SPRING 2010

UNDERGRADUATE

Facilitating Dialogues on LGBTQ Oppression: Peers for Pride in Action

SW 360K/WGS 345

Instructor: Prof. Whalley

Primary LGBTQ content

Course description: Lesbian, gay, bisexual, transgender, and queer (LGBTQ) people on the UT campus and beyond face many challenges due to homophobia, heterosexism, biphobia, and transphobia. Education and awareness are the first steps in combating hate and discrimination. This course is the second part of the “Peers for Pride” facilitation program. This course will serve as a way for students in the program to use the information and skills learned in the first course across campus. Students will continue to fine tune their facilitation skills and continue learning about LGBTQ people on the UT campus and beyond.

American Sexualities, 1600-Present

HIS 356

Instructor: Dr. Carolyn Eastman

Partial LGBTQ content

Course description: This upper-division lecture course examines a host of transitions in views of sexuality in America—including religious views of reproduction and parenthood, the evolution of views of sexual orientations, the legal treatment of extra- or non-marital sex, the politics of interracial sex, and stereotypes about prudes, sexual prowess, and the “oversexed.” Taken as a whole, this historical subject matter reveals the extent to which these themes have recurred and evolved during four centuries of American history, and how much the questions they raise have affected the course of Americans’ lives, the shape of American culture, and the role of politics and the law in shaping private lives. This course will build upon information learned in Prof. Eastman’s lower-division “US Women, Gender, and Sexuality to 1865” course; it is recommended, although not required, that students take it first.

Assignments:

Students will be asked to take one essay-based midterm exam and an essay-based final exam. In addition, they will write a 6- to 8-page paper based on writings original to the 19th century, a paper that carefully analyzes competing ideas about sexual morality in the era.

Texts will likely include:

- Beth L. Bailey, *From Front Porch to Back Seat: Courtship in 20th-Century America*
- Trevor Burnard, *Mastery, Tyranny, and Desire: Thomas Thistlewood and His Slaves in the Anglo-Jamaican World*
- George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*
- Patricia Cline Cohen et als., eds., *The Flash Press: Sporting Male Weeklies in 1840s New York*
- Susan Douglas, *Where the Girls Are: Growing Up Female with the Mass Media*
- Thomas Foster, ed., *Long Before Stonewall: Histories of Same-Sex Sexuality in Early America*
- Helen Lefkowitz Horowitz, *Rereading Sex: Battles over Sexual Knowledge and Suppression in 19th-c. America*
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*
- Leslie Reagan, *When Abortion Was a Crime*
- Elizabeth Reis, ed., *American Sexual Histories*

Queer Media Studies

RTF 359s/WGS 345

Instructor: Prof. Mary Celeste Kearney

Primary LGBTQ content

Course Description: An Introduction to LGBTQ representation, production, and consumption of entertainment media.

Gender, Sexuality, and Migration

E370W/ WGS 345:

Instructor: Prof. Ann Cvetkovich

Partial LGBTQ content

Course description: The history and culture of the United States and the larger Americas have been profoundly shaped by migrations, including colonization by European peoples and the resulting displacements of indigenous peoples; the African diaspora forced by slavery and the Great Migration from South to North; the shifting and unstable border between the U.S. and Mexico; the arrival through Ellis Island and other ports of Eastern and Southern Europeans; the long and multiple histories of immigrants from Asia and legislative acts of exclusion against them; the movement of gays and lesbians to urban centers; the arrival of refugees from war and genocide, and contemporary transnational and diasporic connections with nations and regions

around the world. Although migration is sometimes represented as a threat to the integrity of the nation, it is, in fact, at the center of it.

We will explore the impact of this history by reading contemporary literature mostly by women, with particular attention to how migration is shaped by gender and sexuality. We will consider how literature, with its attention to the relation between personal and historical experience, provides an especially valuable document of migration and intervenes in public discourse about it. The course will also provide students with an opportunity to reflect critically on their own national identities as residents, and in some cases, citizens of the U.S. – what does it mean, and what can it mean, to be “American”?

Advanced Difficult Dialogues: Religion and Sexuality

E370W/ WGS 345

Instructor: Prof. Ann Cvetkovich

Partial LGBTQ content

Course description: This course is an advanced (upper-division) version of the “Difficult Dialogues” courses that have been created to help promote open scholarly inquiry, academic freedom, and respect for different cultures and beliefs on the campus of the University of Texas at Austin. The development of this course has been partially funded through a grant from the Ford Foundation to the University of Texas at Austin.

This course seeks to explore the tensions and conflicts between sexuality and religion in contemporary public life. How do these two dimensions of experience and identity, often cast as deeply personal matters of choice and/or belief, play themselves out in public? One goal of the course is for students to learn to discuss these issues with respect for differences in religious beliefs and sexual identities.

We will explore these general issues through attention to particular controversies and case studies, including sexuality and sexual education, women, gender, and sexuality within different religious cultures and traditions, abortion and reproductive rights, and homosexuality and gay marriage within the Christian church, especially in the U.S.

Cult Movies and Gender Issues

RTF 331K

Instructor: Dr. Janet Staiger

Partial LGBTQ content

Course description: This course investigates a particular set of films grouped due to audience response to them. Cult movies present problems to the field of media studies, not the least of

which is the apparent denial by segments of the audience of traditional standards of art and taste. Among the questions this course will explore are: What are the specific characteristics that define cult movies? What might be economic, psychological, and sociological causes for cult movies? How do subcultures or minority groups use, interpret, and evaluate cult movies? Are viewing and critical procedures for cult movies different than for noncult films? How do these phenomena relate to issues of gender and sexual orientation? What explains the development of the cult movie trend over the past two decades?

**FALL 2009
GRADUATE COURSES**

TRANS: Dangerous Border Violations

Fall 2009, TRANS is open to both Graduate and Undergraduate students

For further information, see undergraduate courses Fall 2009.

Queer Hispanic literature and culture.

SPN 380K Unique # 48245

T 500 to 800p BEN 1.118

Co-taught by Prof. Héctor Domínguez-Rubalcava and Prof. Jill Robbins

Primary LGBTQ content

Course Description: The main objective of this course is to review queer representations, criticism and politics in the Hispanic world, from a transatlantic perspective. A selection of literary works, films, reportage, and pieces of art, as well as critical and theoretical materials, will be the object of discussion. The topics we are going to address are: gender and sexuality, transvestism, camp aesthetics, family, the politics of the closet, use of the space, migration, globalization, law, activism, violence and health, as related to sexualities in Spain and Spanish America.

Feminist Television Criticism

RTF 386c/WGS 393

TH 930 to 1230p CMA A3.130

TH 500 to 730p CMA A3.120

Instructor: Prof. Mary Celeste Kearney

Queer friendly

Course description: Survey of feminist and queer approaches to television studies, including textual, industrial, and reception analyses (I'm adding more queer theory to this seminar, and plan to change the course title to reflect that)

New Directions in Queer Studies

English 389P

T 330 to 630 p MEZ 1.104

Instructor: Prof Ann Cvetkovich

Primary LGBTQ content

Course description: This course will examine recent developments in both queer theory and queer culture. In this moment of increased mainstream visibility and what has been called “homonormativity,” what is the status of culture and theory that aims to be “queer”? Where is new scholarship emerging, and what is its relation to social and cultural public spheres and activism?

Although we will focus on recent work, we will cover background and foundational texts as necessary, particularly in response to the specific needs of the class. Topics to be considered will include mass culture, subcultures, and visibility; migration and transnational theory; transgender theory; kinship; history and archives; HIV/AIDS and activism; religion and secularism; queer temporalities; the debate about the “anti-social thesis” in queer theory. The course will also draw on my recent experience as editor of *GLQ: A Journal of Lesbian and Gay Studies* and will intersect with the activities of the LGBTQ/Sexualities Research Cluster and other organizations and events on campus.

Both theory and culture will be “primary texts”; recent cultural texts and practices in a range of genres will be used as case studies to consider theoretical questions and thus will be integral to the course. Students will also be encouraged to develop their own research projects and to produce prospective conference papers and articles in the course.

Possible Readings:

Queer/Migration, ed. Eithne Lubheid (GLQ special issue)

Queer Temporalities, ed. Beth Freeman (GLQ special issue)

What’s Queer About Queer Theory Now, eds. Eng, Halberstam, Munoz (Social Text special issue)

After Sex? On Writing Since Queer Theory (SAQ special issue)

PMLA Forum on “The Anti-Social Thesis in Queer Theory”

Judith Halberstam, In a Queer Time and Place

David Halperin, What Do Gay Men Want?

Gayatri Gopinath, Impossible Desires

Rod Ferguson, Aberrations in Black: Toward a Queer of Color Critique

Lee Edelman, No Future

Ann Pellegrini and Janet Jakobsen, Love the Sin: Sexual Regulation and the Limits of Religious Tolerance; and Social Text special issue on Secularisms

Lisa Duggan, The Twilight of Equality

Jasbir Puar, Terrorist Assemblages: Homonationalism in Queer Times

Sharon Marcus, Between Women

Beth Povinelli, Empire of Love

Heather Love: Feeling Backward: Loss and the Politics of Queer History

M. Jacqui Alexander, Pedagogies of Crossing

Possible Case Studies:

AIDS Activism: ACT UP Oral History Archive

Deep Lez and The Return of Lesbian Feminism: Lesbians on Ecstasy (video and music), LTTR collective (visual art); Allyson Mitchell (visual art);

Queer Temporalities and Archives: Alison Bechdel, Fun Home

Queer Migration: Monique Truong, The Book of Salt

Ana-Maurine Lara, Erzulie's Skirt

Mass Culture and Visibility: Brokeback Mountain, queer TV

Queer Sex: John Cameron Mitchell, Shortbus

Religion and Sexuality: For the Bible Tells Me So; A Jihad for Love

Sociology of Sexual Violence

SOC 395 G / WGS 393

W 300 to 600pm BUR 480

Instructor: Prof. Gloria Gonzalez-Lopez

Primary LGBTQ content

Course description: This course examines the different social forces and dynamics responsible for a variety of expressions of sexual violence existing in contemporary society. The goals of this graduate seminar are: (1) to examine these processes promoting social violence from feminist-informed sociological perspectives; (2) to explore and analyze the historical, economic, and socio-cultural contexts responsible for these processes; (3) to study the issues and concerns with regard (but not limited) to gender, race and ethnicity, class, sexuality, and political activism associated with sexual violence research in the social sciences; and (4) to discuss and critique published sexual violence research based on qualitative methodologies across disciplines.

**SPRING 2010
GRADUATE COURSES**

Theory in Action

A workshop for graduate students

GRS390J/WGS393

Instructor: Dr. Lisa Moore (llmore@mail.utexas.edu)

Partial LGBTQ content

Course description: Who am I and what is my work in the world? What do I most want to learn? This semester, we will explore these fundamental questions, so often shoved to the back of our minds by the demands of graduate school. This class will be very different from the usual graduate seminar. A commitment to process, as well as to the class itself as an intellectual, political and affective community, is the major requirement. To be successful in this class, students must plan to attend every class meeting, complete all assignments on time, and show up ready to be honest, think hard, and speak from their deepest truths.

Through a series of listening, writing and performance workshops, students will develop a community engagement project that connects their reasons for being in the academy with their deepest values. Class assignments include planning a "Classroom as Community" Event in which the class visits the site of your project to encounter the theory and practice, the teaching and learning that happens there. The semester will culminate in a "Theory in Action Community Symposium" at the Center for African and African-American Studies. There will be an exhibition of our projects in at the Center that day as well as a public performance/conference about our work during which community members involved or affected by these projects will be invited to speak.

This course is affiliated with The Austin Project and with the LGBTQ/Sexualities Research Cluster of the Women's and Gender Studies Program. An Associate Professor of English and Women's and Gender Studies, Lisa Moore is a member of The Austin Project sponsored by the Center for African and African-American Studies at UT-Austin.

There several short writing assignments but there are no textbooks for this course. The only readings will be those brought in by students for weeks 2-3.

Film Cultures of the 1960s: Surrealism

ARH 386P

Instructor – Prof. Ann Reynolds

Partial LGBTQ content

Course Description: This seminar will introduce students to some of the formal, theoretical, and social circumstances of the integration of the various film and art world cultures of the 1960s in Europe and the United States by focusing on three central questions: What role did the revival of interest in Surrealism play in this integration, and how did it transform a contemporary sense of radical or avant-garde artistic practice and identity? How does an awareness of this integration and transformation alter a sense of the cultural production of the 1960s and its legacy? We will consider these questions through the lenses of a number of different key events, authors, and texts. We will begin with a discussion of two seminal texts on the avant-garde that were reprinted in the 1960s, Walter Benjamin's "The Work of Art in the Age of Mechanical Reproduction" (1935/1969) and Clement Greenberg's "Avant-garde and Kitsch" (1939/1961). Then we will consider two models for radical film and photographic practice that were proposed during the decade: the revival of interest in Surrealism and Siegfried Kracauer's *Theory of Film*. In the third section of the course, we will look at several case study intersections of film and art world cultures -- the work of Stan Brakhage, Shirely Clarke, Bruce Connor, Kenneth Anger, Jack Smith, and Andy Warhol specifically -- that played a significant role in redefining avant-garde culture in general and surrealist practice in particular during the decade. This section will be focused by the writings of the film critic Parker Tyler. We will conclude with a consideration of the 1996 exhibition *Hall of Mirrors* as evidence of the impact of the film/art cultures we have considered on more recent theories of the avant-garde.