

The Pink Book

2008-09

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

A (P) beside a course name indicates partial LGBTQ content.
This course may have less LGBTQ content, but it is queer-friendly.

Summer 2008

BLACK LESBIAN LITERATURE AND FILM

E f370W/ AFR 374F/ WGS 340

MTWTHF 11:30-1:00 PAR 105

Instructor: Dr. Matt Richardson

Black lesbians provide a unique contribution to discussions of community, family, gender categories and sexuality. This seminar will combine elements of Black Studies and Queer Studies in order to analyze written works and films/videos by and about Black women. Emphasis will be on understanding the historical and theoretical construction of sexual and gender identities and sexual/cultural practices in Black communities. In this class, terms like "Black," "women" and "queer" will be interrogated in order to examine the nexus of race, sexuality and sex in the context of class and location. Special attention will be paid to the construction of race, gender and sexual identities in the United States and the United Kingdom. Texts: Cherry Muhanji, *Her*; Audre Lorde, *Zami*; Jackie Kay, *Trumpet*; Dionne Brand, *Another Place, Not Here*; Sharon Bridgeforth, *love conjure/blues*; Films: To Be Announced.

Fall 2008

UNDERGRADUATE COURSES

CHILD SEXUALITY (Freshman Seminar)

UGS 302

TTH 12:30-2:00 GAR 2.124

Instructor: Dr. Thomas Hubbard

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.

CONTEMPORARY AFRICAN AMERICAN WOMEN'S FICTION

E376M/ WGS 340

TTH 12:30-2:00 PAR 105

Instructor: Dr. Matt Richardson

In this course, we will examine the novels, films and poetry of African American women produced from the 1970s to the present. We will focus on issues of memory and its relation to past violence and violations suffered under systems of racism, misogyny and homophobia. How do our memories shape who we are? How do they construct our relationships with other people? What role should individual accounts have in collecting the history of a people? What does trauma have to do with identity formation? In this course, we will use the work of history and psychoanalytic, cultural, queer and feminist theories to assist our exploration of these questions and issues.

LITERATURE OF AFRICAN AIDS

AFR 374C/ E 376L

TTH 11:00-12:30 GAR 2.128

Instructor: Dr. Neville Hoad

No course description available.

(P) READING WOMEN WRITERS

E314L

TTH 12:30- 2:00 JES A207A

Instructor: Catherine Bacon (cbacon@mail.utexas.edu)

This course is designed to introduce students to the methods, issues, and debates they are likely to encounter as English majors. Students will be expected to write frequently to improve their critical and analytical skills. We will concentrate our efforts on novels and short stories written by nineteenth- and twentieth-century British and American women authors. While we will approach these texts from various analytical angles, we will

continually question what it means to be "Reading Women Writers." The fictional texts have been selected to help us consider the diversity of the category of "women writers." While they span a relatively short historical time frame of about 100 years (from 1890s to the 1990s), the authors differ in national, race, class, and sexual identities. As we explore how gender affects formal, historical and cultural readings, we will also be questioning any coherence of "women writers." Issues including colonization, gender, ethnicity, and sexuality will inform our readings and discussions as students learn various approaches to the study and definition of a literary field.

GAY AND LESBIAN LITERATURE AND CULTURE

E 314V / WGS 301

TTH 3:30-5:00 FAC 7

Instructor: Kevin Bourque

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?")

(P) MEXICAN AMERICAN LITERATURE AND CULTURE

E/MAS 314

TTH 3:30-5:00 FAC 10

Instructor: T. Jackie Cuevas (tjcuevas@mail.utexas.edu)

This course is designed to introduce students to Mexican American literature and culture. We will read a variety of texts in various genres in order to consider major themes and movements in Chicano literature. Our focus will be on examining how the texts represent Mexican American culture and how they negotiate issues of race, nation, class, gender, genre, etc. Contains a substantial writing component.

CONTEMPORARY CULTURAL GEOGRAPHY

GRG 336

TTH 2:00-3:30 GRG 312

Instructor: Dr. Rich Heyman

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.

THE UNCANNY

RTF 331R

W 1:00-4:00 CMB B4.110

Instructor: Dr. Sandy Stone

Suddenly, unaccountably, you feel the hair on the back of your neck stand up. Something creepy is happening, but you can't explain it.

Ernst Jentsch and, later, Sigmund Freud defined /uncanny/ as the feeling evoked by being in the presence of something simultaneously familiar and strange. For instance, animators working on characters for the film /Final Fantasy/ were able to make them look astonishingly human—but screen tests unexpectedly revealed that audiences were creeped out by nearly unnoticeable differences between the synthetic characters and actual humans.

Researcher Masahiro Mori pointed out that as a robot is made more humanlike a human's emotional response to the robot will become increasingly empathic, until the robot's humanlikeness reaches a point beyond which the human's response suddenly switches to alarm and repulsion. But as the robot continues to become more humanlike, the human's emotional response becomes positive again and approaches human-to-human empathy levels. Mori called the space of repulsion between the two experiences of empathy the /Uncanny Valley/.

What makes something uncanny? How can an experience of the uncanny be evoked? In this course we'll treat the experience of the uncanny as a resource for creativity, a springboard for theory, and a challenge to cultural conceptions of “normal” in race, gender, and ethnicity. We will explore the uncanny in human psychology, sociology, and storytelling, with attention to the inflection of the uncanny on the cultural Other. 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 the uncanny. What you make can be in any form: sound, installation, video, computer animation, collage, sculpture, assemblage, performance. You will do this in stages, starting with simple projects and moving to

more complex ones, using humor, irony, and unusual approaches and techniques. We encourage your own interpretation and voice. If there is enough interest, we'll schedule separate time for grad students to meet in seminar format for advanced study of theoretical inflections of the uncanny.

Class is in studio and discussion format. This means that your active participation is a course requirement. During the semester we expect you to contribute your own ideas and arguments to the discussions, and to be willing to take the risks such contributions imply. In ACTLab 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. Let's make it an interesting semester!

SOCIOLOGY OF GENDER

SOC 333K/ WGS 322

TTH 8:00-9:30 CBA 4.328

Instructor: Dr. Christine Williams

The course is designed to assist the student in developing an understanding of the social organization of gender. We will examine current differences between males and females in American society in terms of both their public (work, politics) and private (marriage, parenting, sexuality) roles. We will explain the origins of these gender differences through an investigation of the contributions of biology, socialization, and cultural ideology.

GAYS AND LESBIANS IN AMERICAN SOCIETY

WGS 345/WGS 393/Social Work 360K and SW 393U

Wed 8.30 -11.30 SSW 2.132

Co-Instructors: (1) Yolanda C. Padilla, PhD, LMSW-AP (ypadilla@mail.utexas.edu) and (2) Clinical Therapist, TBA

Gay, lesbian, bisexual, and transgender (GLBT) people constitute an important presence in American society. Yet this population is confronted with a system of cumulative inequality, due in part to its small numbers, geographic dispersion, and prejudiced societal attitudes. The result is that the GLBT community faces serious issues related to lack of legal protection, violence, and limited political representation, and is denied full participation and access to resources in a wide range of social institutions, including family life, religion, education, employment, recreation, the military, and many others. This course provides a broad interdisciplinary knowledge-base on GLBT issues in social work and integrates content on social policy and identity formation. In addition, the course demonstrates the application of this knowledge to core social work skills in both policy and clinical practice interventions with this population. The course is relevant for future professionals in social work as well as in other fields, including education, health care, public policy, and human resources.

PEER EDUCATORS ON QUEER ISSUES

SW 360K

W 2:30-5:30PM

Instructor: Shane Whalley, LMSW (swhalley@mail.utexas.edu)

Lesbian, gay, bisexual, transgender, and queer (LGBTQ) people on the UT campus and beyond face many challenges due to homophobia, heterosexism and transphobia.

Education and awareness are the first two 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.

The class will be limited to 16 students and prospective students will be required to fill out an application and have an interview with the instructor, Shane Whalley, LMSW. For more info contact Shane at swhalley@mail.utexas.edu.

(P) INTERGROUP DIALOGUE

EDP 210

W 3:00-5:00 CAL 221

Instructor: Dr. Elizabeth G. Medina

Intergroup Dialogue is a class taught by students for students that explores social group identity, conflict, community and social justice. Each Intergroup Dialogue course explores social identities that are defined by gender, race, ethnicity, religion, sexual orientation, socioeconomic status, physical ability and age, with a specific focus on one particular identity. In class through discussion of reading materials and experiential exercises, students examine similarities and differences among and across groups, and strive to gain a deeper understanding of individual and group identity, diverse perspectives, and the experiences of specific social groups. Any UT austin undergraduate student, regardless of academic major, social identities and level of knowledge about diversity issues, is welcome to apply for the class. Applications are reviewed at the start of each semester and students who are accepted in to the class will be notified and allowed to register for the class. Students are required to complete assigned readings, write weekly journals, and complete a final paper, as well as actively attend and participate in every class.

(P) TRAINING PROCESSES IN INTERGROUP DIALOGUE

EDP 369K

T 2:00-5:00 SZB 538N

Instructor: Dr. Elizabeth G. Medina

In preparation for leading the Intergroup Dialogue course student facilitators are trained to teach the course through taking this course in a previous semester. The course is designed to provide the foundational skills and knowledge needed to facilitate cross-

cultural group interactions. 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. Students who successfully complete this course may apply to serve as peer facilitators for the above referenced course.

(P) PRACTICUM IN FACILITATING INTERGROUP DIALOGUE

EDP 469K

MW 3:00-5:00SZB 422

Instructor: Dr. Margarita Arellano

The peer facilitator positions require an individual who exhibits responsibility, commitment to the pursuit of social justice, and desire to teach, learn, and grow with others. Through the training course and peer facilitator position, students develop valuable life skills in communication, group dynamics, teamwork, facilitation and other valuable areas. University instructors supervise students who become peer facilitators through this practicum course.

SEXUALITY ACROSS MEXICAN CULTURES

LAS 325/ MAS 374/ SOC 321K/ WGS 340

TTH 2:00-3:30 BUR 212

Instructor: Dr. Gloria Gonzalez-Lopez

This course offers critical sociological examinations of the sex lives of women and men of Mexican origin (both U.S.-born populations and foreign born) and analyzes their experiences of sexuality, intimacy, relationships, and sexual health in Mexican American communities and Mexican territory, paying special attention to these processes within contexts of migration. The course focuses on Mexican and Mexican American populations, however, we will study their parallel experiences of sexuality with women and men from other U.S. Latino and Latin American cultures. The course will analyze why and how women and men experience sexuality not in isolation, but rather within specific gendered contexts including family, culture, religion, and society in general.

SOCIOLOGY OF MASCULINITIES

SOC 321K/ WGS 322

TTH 11:00-12:30 BUR 231

Instructor: Dr. Gloria Gonzalez-Lopez

Why do we study men and masculinity? Isn't traditional academic knowledge male biased, anyway? Yes, most scholarship has been androcentric but women's studies intellectuals have facilitated the emergence of a critical analysis and study of men as men. This course is devoted to a sociological examination of the most important debates and discussions about men's experiences of masculinity in contemporary patriarchal societies. In this course, we will examine social and individual meanings of masculinity, the dominant paradigms of masculinity that we take as the norm, and the problems, contradictions and paradoxes men experience in modern society. We will examine these

themes while looking at the social and cultural dynamics shaped by class, race/ethnicity, sexuality, age, and culture in a variety of social contexts and arrangements. Although we will study men representing the diverse cultural groups in the United States, we will pay special attention to the experiences of Latino men. We will examine the privileges as well as the costs of rigid expressions of masculinity. In our discussions we will explore avenues for social justice and change.

U.S. WOMEN'S SEXUALITY AND GENDER TO 1865

HIS 317L/ WGS 301

MW 3:00-4:30 WEL 1.308

Instructor: Dr. Carolyn Eastman

This lecture course will examine changes in the history of women, sexuality, and gender from the first colonial settlements through the Civil War. Drawing on a range of sources, including women's and men's political, imaginative, and private writings as well as the work of historians, we will explore the changing relation of gender and sexuality to families, economics, politics, religions, and culture. We will pay special attention to the ways that changes in gender roles and attitudes toward sexuality altered the lives of both men and women in these years.

Grading Policy Weekly reading assignments average 80-100 pages. Grades will be based on two essay exams, one 5-page paper, and a short analysis of one of the original documents assigned in class. Engaged, thoughtful class discussion and participation will improve your final grade.

GRADUATE COURSES

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alarm and repulsion. But as the robot continues to become more humanlike, the human's emotional response becomes positive again and approaches human-to-human empathy levels. Mori called the space of repulsion between the two experiences of empathy the /Uncanny Valley/.

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BLACK FEMINIST THEORY

E 389P/WGS 393

TH 3:30-6:30 MEZ 1.104

Instructor: Dr. Matt Richardson

Black feminist theory constitutes a distinctive body of politics and thought by black women scholars and activists in the U.S., Africa, and in other parts of the African diaspora. This framework will enable us to examine the continuities between black women's theorizing in diverse locations, as well as exploring how different histories, geographies and genealogies lead to divergent perspectives. Themes explored will include the racial dimensions of biological racism and comparative anatomy, slavery, colonialism, diaspora consciousness, multiple genders and sexualities in Black cultures and communities, and class difference and inequities of power within Black communities. The class will be conducted using interdisciplinary perspectives including history, sociology, literature and film. We will read from a variety of Black feminist writers, thinkers and scholars including but not limited to: Barbara Smith, Patricia Hill Collins, Patricia Williams, Hortense Spillers, Audre Lorde, Cheryl Harris, Wahneema Lubiano, Cathy Cohen, Carol Boyce Davis, Molaria Ogundipe-Leslie, Toni Morrison, Barbara Christian and Sharon Holland.

GAYS AND LESBIANS IN AMERICAN SOCIETY

WGS 345/WGS 393/Social Work 360K and SW 393U

Wed 8.30 -11.30 SSW 2.132

Co-Instructors: (1) Yolanda C. Padilla, PhD, LMSW-AP (ypadilla@mail.utexas.edu)

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GENDER AND THE LAW

LAW 389G

MTW 11:30-12:15

Instructor: Dr. Zipporah Wiseman

This course is about rethinking the part law plays in maintaining a gendered society. We will read cases, examine constitutional provisions and statutes and consider readings that offer different perspectives on this and related questions.

We will look at the Constitutional and statutory bases for legal theories of "equality", the tensions between theories of gender and racial equality, and the ways the courts have defined the varied and conflicted meanings of equality.

Students will be required to submit biweekly short papers (2 pages double spaced maximum) raising questions about the materials assigned for the week. These papers, occasional oral presentation of a problem in the casebook and class participation will comprise 1/3 of the final grade. The remainder of the grade will be based on a 48 hour "floating" take home exam.

SEMINAR: FEMINIST LEGAL THEORY

LAW 397S

T 3:30-5:15

Instructor: Dr. Zipporah Wiseman

This course considers different perspectives from feminist legal theory for rethinking the part law plays in maintaining a gendered society. These overlapping perspectives include formal equality, substantive equality, dominance theory, women's different voice,

autonomy & non-essentialism. We use a cross section of cases and readings drawn from fiction, legal and social science scholarship to examine and critique these perspectives. These materials come from areas such as the law and culture of employment, family, welfare, education, and constitutional and criminal law. They encompass issues such as wage discrimination and affirmative action, group v. individual treatment, sexual orientation as a criterion for marriage, parenting and employment, sexual harassment in education employment and the family and its relationship to race, pornography, prostitution and abortion.

The text for the course will be duplicated materials from Sex Discrimination and the Law/ History Practice and Theory available at UT Duplicating (TNH 1.207) in the Law School. Authors are Barbara Allen Babcock, Ann E. Freedman, Susan Deller Ross, Wendy Webster Williams, Rhonda Copelon, Deborah L. Rhode, and Nadine Taub.

Spring 2009

UNDERGRADUATE COURSES

GENDER AND SEXUALITY ISSUES IN MEDIA

RTF 331K/WGS 345

Instructor: Dr. Janet Staiger (jstaiger@uts.cc.utexas.edu)

This course will study general theories of gender and sexuality but with a special focus on the application of those theories to the study of media such as films, television, and popular music. We will survey the writings of Simone de Beauvoir, Julia Kristeva, Luce Irigaray, Laura Mulvey, Mary Ann Doane, Janice Radway, Donna Haraway, bell hooks, Chandra Talpade Mohanty, Judith Butler, Larry Gross, and many others. This course will require close reading of sophisticated texts.

(P) GIRLS' MEDIA AND CULTURAL STUDIES

RTF 359S / WGS 345

Instructor: Dr. Mary Celeste Kearney (mkearney@mail.utexas.edu)

This course introduces students to the study of girls' media texts and female youth cultures primarily via Anglo/American feminist research in critical media studies, cultural studies, and communication studies. During the first half of the semester we will focus on constructions of girls and girlhood in intellectual theory, popular discourse, and media texts (particularly U.S. film and television), paying attention to shifts in such constructions as a result of sociohistorical contexts and the rise of feminist ideologies.

The second half of the semester will be devoted to exploring the cultural practices of Anglo/American female youth. In particular, we will focus on girls' involvement in various youth cultures and engagements with media texts, examining the expansion of girls' culture beyond consumer-oriented activities, such as magazine reading and listening to music, to those involving media production, including zinemaking, filmmaking, and blogging. In addition to problematizing girls' sex and gender identity through

intersectional explorations of age and generation, and vice versa, we will pay special attention to how issues of race, class, and sexuality impinge upon the formation of girls' identities, female youth cultures, and the representation of girlhood in mass media and popular culture.

(P) READING WOMEN WRITERS

E314L

Instructor: Catherine Bacon (cbacon@mail.utexas.edu)

This course is designed to introduce students to the methods, issues, and debates they are likely to encounter as English majors. Students will be expected to write frequently to improve their critical and analytical skills. We will concentrate our efforts on novels and short stories written by nineteenth- and twentieth-century British and American women authors. While we will approach these texts from various analytical angles, we will continually question what it means to be "Reading Women Writers." The fictional texts have been selected to help us consider the diversity of the category of "women writers." While they span a relatively short historical time frame of about 100 years (from 1890s to the 1990s), the authors differ in national, race, class, and sexual identities. As we explore how gender affects formal, historical and cultural readings, we will also be questioning any coherence of "women writers." Issues including colonization, gender, ethnicity, and sexuality will inform our readings and discussions as students learn various approaches to the study and definition of a literary field.

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E 314V / WGS 301

Instructor: Kevin Bourque

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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?")

DIFFICULT DIALOGUES: RELIGION AND SEXUALITY

English 314J/Religious Studies 316K/ WGS 301

Instructor: Dr. Ann Cvetkovich (cvet@mail.utexas.edu)

As one of four Difficult Dialogues Forum Seminars sponsored by UT's Connexus program and a grant from the Ford Foundation, this seminar 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. The course content will draw significantly from the input of a group of eight participating faculty from across the campus, who will develop topics and readings based on their areas of expertise. These might include: sex education in schools; abortion and reproductive rights; homosexuality, gay marriage, and the church; the Virgin of Guadalupe role as a national and feminist icon; the veil and women's sexuality in Muslim cultures; the use of performance and theater, such as the work of Anna Deavere Smith, to foster public debate and dialogue.

GRADUATE COURSES

FEMINIST AND QUEER FILM THEORY

RTF 384C/WGS 393

Instructor: Dr. Janet Staiger (jstaiger@uts.cc.utexas.edu)

This seminar provides students with a broad survey of theories and methodologies used in critical analyses of gender and sexuality in film, focusing in particular on cinematic representation, spectatorship, and authorship. Taking a somewhat chronological approach, we will consider the development of feminist film theory since the 1970s, the rise of gay/lesbian/queer film scholarship, and the recent focus on masculinity in cinema studies.

* * *

In addition, Lindsey Schell of UT Libraries specializes in LGBTQ Studies and is available for research consultations with students and faculty. Her contact information:

Lindsey E. Schell

Bibliographer for English Literature,
Women's and Gender Studies and Youth Literature
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The University of Texas at Austin

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