

# FEMINIST, GENDER, AND SEXUALITY STUDIES

Courses offered by the Program in Feminist, Gender, and Sexuality Studies are listed under the subject code FEMGEN on the Stanford Bulletin's ExploreCourses web site.

The Program in Feminist, Gender, and Sexuality Studies offers an undergraduate major and minor, and an interdisciplinary honors program that is open to students in all majors. Each Feminist, Gender, and Sexuality Studies student builds an individual program of study around a self-defined thematic focus, integrating courses from multiple departments. The program encourages work in the arts and supports creative honors theses. Feminist, Gender, and Sexuality Studies majors may declare Arts & Culture, Global Studies, Health, or LGBT/Queer Studies as a subplan, or may design their own thematic focus. Subplans are printed on the diploma; individual thematic foci are not printed on the diploma. See the "Bachelor's" (p. 1) tab of this section of the bulletin for descriptions of the subplans.

Curriculum guidelines and forms for the undergraduate major, minor, and honors programs are available on the program web site (<https://feminist.stanford.edu/undergraduates>). See the program web site for additional contact information (<https://feminist.stanford.edu/about>).

The Program in Feminist, Gender, and Sexuality Studies offers the option of a Ph.D. minor to graduate students already enrolled in a Ph.D. program at Stanford University. The Ph.D. minor in Feminist, Gender, and Sexuality Studies provides graduate students pursuing Ph.D.s broad interdisciplinary knowledge in the field and prepares them to teach courses in the subject. The goal of the program is to bring together graduate students and faculty from different departments, programs, and schools who use feminist and queer perspectives in their research.

## Mission of the Undergraduate Program in Feminist, Gender, and Sexuality Studies

The interdepartmental Program in Feminist, Gender, and Sexuality Studies provides students with knowledge and skills to investigate the significance of gender and sexuality in all areas of human life. Feminist, Gender, and Sexuality Studies examines how societies structure gender roles, relations, and identities, and how these intersect with other hierarchies of power, such as class, race, nationality, ethnicity, sexuality, ability, and age. The program coordinates courses offered across the University in feminist and lesbian, gay, bisexual, transgender, and queer studies. Students learn to employ critical gender and sexuality studies methodologies to analyze the assumptions about gender and sexuality that inform the study of individuals, cultures, social institutions, policy, and areas of scholarly inquiry. The program prepares majors for graduate study in humanities and social sciences and for professional schools.

## Learning Outcomes (Undergraduate)

The program expects undergraduate majors in the program to be able to demonstrate the following learning outcomes. These learning outcomes are used in evaluating students and the undergraduate program. Students are expected to demonstrate:

1. understanding of how social hierarchies related to gender, sexuality, race and ethnicity have developed historically, cross-culturally, and transnationally.
2. knowledge of the histories of feminist, gender, sexuality, and/or LGBT/queer social movements and their intersections with other social movements.

3. knowledge and comprehension of feminist, gender, sexuality, and/or LGBT/queer theories and methods for social, historical, literary and cultural analysis.
4. skill in making and communicating feminist, gender, sexuality, and/or LGBT/queer analyses of data, texts, and arguments.
5. competence in applying theory to practical experience for social transformation and citizenship.

## Bachelor of Arts in Feminist, Gender, and Sexuality Studies

The major in Feminist, Gender, and Sexuality Studies requires 63 units and may be taken as a single major, as one of multiple majors, or as a secondary major. FEMGEN core courses must be taken for a letter grade. A student wishing to major in Feminist, Gender, and Sexuality Studies should declare the major via Axess, by Autumn Quarter of the junior year. The student then selects a subplan or develops an individualized proposal describing a thematic focus and outlining a course of study, approved by a prospective adviser from the list of affiliated faculty. The proposal is then submitted to the Program Office (Bldg. 460, Room 216) for approval by the Director.

A maximum of 10 of the 63 units for the major may be taken on a credit/no credit or satisfactory/no credit basis; a maximum of 10 units may be taken as independent study or directed reading.

If taken as one of multiple majors, none of the 63 units counted toward the major in Feminist, Gender, and Sexuality Studies may overlap with units counted toward the major in another department or program. If taken as a secondary major, the units counted toward the Feminist, Gender, and Sexuality Studies major may also be counted as fulfilling the major requirements in another department or program if that department or program consents.

## Curriculum

The major in Feminist, Gender, and Sexuality Studies includes a total of at least 12 approved courses for a minimum of 63 units. The courses are divided among the core, the focus, and electives to reach the total course requirement. Not all courses are offered every year; consult ExploreCourses for current course offerings. Courses not listed below that relate to the themes of Feminist, Gender, and Sexuality Studies may potentially be counted towards the major as well; contact the academic services administrator, ([rmeisels@stanford.edu](mailto:rmeisels@stanford.edu)) for more information.

## The Core

		Units
<b>1. Introductory Course</b>		
FEMGEN 101	Introduction to Feminist, Gender, and Sexuality Studies	5
<b>2. Feminist Theories and Method</b>		
FEMGEN 103	Feminist Theories and Methods Across the Disciplines	2-5
<b>3. Junior and Senior Seminars and Practica</b>		
FEMGEN 104A	Junior Seminar and Practicum	1
FEMGEN 104B	Senior Seminar and Practicum	2
<b>4. One feminist, gender, or sexuality theory course from approved course list below.</b>		
FEMGEN 14N	Imagining India: Art, Culture, Politics in Modern India	3-5
FEMGEN 63N		
FEMGEN 130S	Sex and the Novel	
FEMGEN 134	The Marriage Plot	
FEMGEN 144	Women and Gender in Science, Medicine and Engineering	

FEMGEN 150T	Transnational Sexualities
FEMGEN 154	Black Feminist Theory
FEMGEN 155	The Changing American Family
FEMGEN 163	Queer America
FEMGEN 212X	Knights, Monks, and Nobles: Masculinity in the Middle Ages
FEMGEN 215	Saints and Sinners: Women and Religion in the Medieval World
FEMGEN 239	Queer Theory
FEMGEN 297	Education, Gender, and Development
FEMGEN 314	Performing Identities
FEMGEN 282	Queer Film
FEMGEN 363D	Feminist Theory: Thinking Through/With/About the Gendered Body
ANTHRO 90B	Theory of Cultural and Social Anthropology

#### 5. One Feminist, Gender, and Sexuality Studies or a related course in Global Perspectives 3-5

FEMGEN 17	Gender and Power in Ancient Greece
FEMGEN 35S	Sex, Race, and Nazism in 20th Century Germany
FEMGEN 105C	Human Trafficking: Historical, Legal, and Medical Perspectives
FEMGEN 111	Reproductive Politics in the United States and Abroad
FEMGEN 129	Critical Issues in International Women's Health
FEMGEN 144F	Female Modernists: Women Writers in Paris Between the Wars
FEMGEN 144X	Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class
FEMGEN 150	Sex, Gender, and Power in Modern China
FEMGEN 181A	Gender in the Middle East: Iran, Turkey, and Egypt
FEMGEN 187	
FEMGEN 193	Late Imperial China
FEMGEN 206	Global Medical Issues Affecting Women
FEMGEN 210	
FEMGEN 227	East European Women and War in the 20th Century
FEMGEN 250	Sex, Gender, and Power in Modern China
FEMGEN 272E	Theories of Citizenship and Sovereignty in a Transnational Context
FEMGEN 295J	
FEMGEN 395J	Gender and Sexuality in Chinese History

#### 6. One Feminist, Gender, and Sexuality Studies or a related course in Intersection Structures of Oppression (Race, Ethnicity, and/or Class) 3-5

FEMGEN 54N	African American Women's Lives
FEMGEN 103S	Gender in Native American Societies
FEMGEN 141	Intersectionality and Social Movements: Gender, Race, Sexuality and Collective Organizing
FEMGEN 149	Gender Violence: Critical Race, Feminist, and Queer Perspectives
FEMGEN 157P	Solidarity and Racial Justice
FEMGEN 159	James Baldwin & Twentieth Century Literature
FEMGEN 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América

#### 7. One Feminist, Gender, and Sexuality Studies or a related course in Lesbian, Gay, Bisexual, Transgender/Queer Studies

FEMGEN 3B	Trans History: The Long View
FEMGEN 36N	Gay Autobiography
FEMGEN 110X	Introduction to Comparative Queer Literary Studies

FEMGEN 115	Queer Reading and Queer Writing in Early Modern England
FEMGEN 116	Narrating Queer Trauma
FEMGEN 117Q	Queer Arts: Remembering and Imagining Social Change
FEMGEN 118	Transgender Cultural Studies
FEMGEN 121	Intro to Queer Studies
FEMGEN 140D	LGBT/Queer Life in the United States
FEMGEN 164L	Introduction to American Theater: Queer Lives from Cushman to Kushner
FEMGEN 226A	Queer Literature and Film
FEMGEN 235A	The Queer Literature and Arts Salon, 1870s-1930s
FEMGEN 293B	Queer History in Comparative Perspective
Total Units	19-28

#### Writing in the Major (WIM)

Majors in Feminist, Gender, and Sexuality Studies may satisfy the Writing in the Major (WIM) requirement by taking one of the approved WIM courses in the list below. Honors students satisfy the WIM requirement through their honors work.

	Units
<b>WIM Courses for Majors</b>	4-5
AMSTUD 160	Perspectives on American Identity
ANTHRO 90B	Theory of Cultural and Social Anthropology
LINGUIST 150	Language and Society
FEMGEN 157	Language as Political Tool: Feminist and LGBTQ Movements and Impacts
Total Units	4-5

#### Practicum

The practicum courses (FEMGEN 104A Junior Seminar and Practicum, FEMGEN 104B Senior Seminar and Practicum) bring together theory and practical experience. The practicum involves field research, community service, or other relevant experience such as a public service internship. Students plan their practicum during Winter Quarter of the junior year in FEMGEN 104A Junior Seminar and Practicum (1 unit). The practicum is normally done over the summer between junior and senior year and may be taken for additional units. It is followed by FEMGEN 104B Senior Seminar and Practicum (2 units), in Autumn Quarter of the senior year.

#### The Focus

All Feminist, Gender, and Sexuality Studies majors must complete the Feminist, Gender, and Sexuality Studies major core requirements (7 courses) and an additional 5 courses constituting an area of focus. Those 5 courses should be chosen in consultation with the student's adviser and the Associate Director.

FGSS majors have the option of declaring a formal subplan or of designing an individualized thematic focus. Subplans are noted on student transcripts and diplomas; individually designed thematic foci are not noted on the transcript or diploma. The following are the four formal subplans:

#### Arts & Culture Subplan

The Arts & Culture subplan is appropriate for fields of study focusing on interpretation, production, and consumption of messages of feminism, gender, and sexuality through arts, media, literature and performance. Courses that may fulfill requirements include but are not limited to:

FEMGEN 14N	Imagining India: Art, Culture, Politics in Modern India	3
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			Units
LINGUIST 52N	Spoken Sexuality: Language and the Social Construction of Sexuality	3	
FEMGEN 109	Looking Back, Moving Forward: Raising Critical Awareness in Gender and Sports	3	
FEMGEN 117Q	Queer Arts: Remembering and Imagining Social Change	4-5	
FEMGEN 130S	Sex and the Novel	5	
FEMGEN 134	The Marriage Plot	5	
FEMGEN 144F	Female Modernists: Women Writers in Paris Between the Wars	5	
FEMGEN 145	Culture Wars: Art and Social Conflict in the USA, 1890-1950	4	
FEMGEN 159	James Baldwin & Twentieth Century Literature	5	
FEMGEN 177	Dramatic Writing: The Fundamentals	4	
FEMGEN 183	Re- Imagining American Borders	5	
FEMGEN 188Q	Imagining Women: Writers in Print and in Person	4-5	
FEMGEN 235A	The Queer Literature and Arts Salon, 1870s-1930s	2-5	
FEMGEN 282	Queer Film	3-5	
FEMGEN 313	Performance and Performativity	1-4	
FEMGEN 314	Performing Identities	4	
FEMGEN 14N	Imagining India: Art, Culture, Politics in Modern India	3	
FEMGEN 105C	Human Trafficking: Historical, Legal, and Medical Perspectives	5	
FEMGEN 111	Reproductive Politics in the United States and Abroad	3-5	
FEMGEN 115	Queer Reading and Queer Writing in Early Modern England	5	
FEMGEN 129	Critical Issues in International Women's Health	4	
FEMGEN 144F	Female Modernists: Women Writers in Paris Between the Wars	5	
FEMGEN 144X	Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class	5	
FEMGEN 206	Global Medical Issues Affecting Women	1	
FEMGEN 212X	Knights, Monks, and Nobles: Masculinity in the Middle Ages	4-5	
FEMGEN 215	Saints and Sinners: Women and Religion in the Medieval World	5	
FEMGEN 250	Sex, Gender, and Power in Modern China	3-5	
FEMGEN 272E	Theories of Citizenship and Sovereignty in a Transnational Context	4-5	
FEMGEN 295J		5	
FEMGEN 35S	Sex, Race, and Nazism in 20th Century Germany	5	
FEMGEN 395J	Gender and Sexuality in Chinese History	4-5	

### Health Subplan

The Health subplan is appropriate for fields of study focusing on feminist perspectives of science and technologies, gender justice and human rights, gender health and medicine, access/disparities/needs regarding health and sexuality, and women's roles as practitioners and researchers.

Courses that may fulfill requirements include but are not limited to:

		Units
FEMGEN 105C	Human Trafficking: Historical, Legal, and Medical Perspectives	5
FEMGEN 114	Sexual Diversity and Health	1
FEMGEN 124	Challenging Sex and Gender Dichotomies in Medicine	1
FEMGEN 129	Critical Issues in International Women's Health	4
FEMGEN 144	Women and Gender in Science, Medicine and Engineering	5
FEMGEN 156H	Women and Medicine in US History: Women as Patients, Healers and Doctors	5
FEMGEN 206	Global Medical Issues Affecting Women	1
FEMGEN 216X	Narrating Queer Trauma	4-5
FEMGEN 224	Challenging Sex and Gender Dichotomies in Medicine	1
FEMGEN 230	Sexual Function and Diversity in Medical Disciplines	1-3
FEMGEN 237	Health and Medical Impact of Sexual Assault across the Lifecourse	1-3
FEMGEN 241	Sex and Gender in Human Physiology and Disease	2-3
FEMGEN 256	Current Topics and Controversies in Women's Health	2-3
FEMGEN 260	Disability, Gender, and Identity: Women's Personal Experiences	5

### Global Studies Subplan

The Global Studies subplan is appropriate for fields of study focusing cross-cultural perspectives on gender, gender justice and human rights, race/class/gender intersections, gender/spirituality/religion, geopolitical contexts of feminism and LGBTQ activism, and gender and education.

Courses that may fulfill requirements include but are not limited to:

		Units
FEMGEN 3B	Trans History: The Long View	1
FEMGEN 36N	Gay Autobiography	4
LINGUIST 52N	Spoken Sexuality: Language and the Social Construction of Sexuality	3
FEMGEN 110X	Introduction to Comparative Queer Literary Studies	3-5
FEMGEN 113	Transgender Studies	3-4
FEMGEN 114	Sexual Diversity and Health	1
FEMGEN 115	Queer Reading and Queer Writing in Early Modern England	5
FEMGEN 116	Narrating Queer Trauma	4-5
FEMGEN 117Q	Queer Arts: Remembering and Imagining Social Change	4-5
FEMGEN 118	Transgender Cultural Studies	4-5
FEMGEN 121	Intro to Queer Studies	4-5
FEMGEN 124	Challenging Sex and Gender Dichotomies in Medicine	1
FEMGEN 140D	LGBT/Queer Life in the United States	4-5
FEMGEN 159	James Baldwin & Twentieth Century Literature	5
FEMGEN 163	Queer America	4
FEMGEN 164L	Introduction to American Theater: Queer Lives from Cushman to Kushner	4
FEMGEN 226A	Queer Literature and Film	3-5
FEMGEN 235A	The Queer Literature and Arts Salon, 1870s-1930s	2-5
FEMGEN 239	Queer Theory	1-5
FEMGEN 282	Queer Film	3-5
FEMGEN 258	Sexual Violence in America	4-5

## Overseas Studies Courses in Feminist, Gender, and Sexuality Studies

For course descriptions and additional offerings, see the listings in the Stanford Bulletin's ExploreCourses (<http://explorecourses.stanford.edu>) web site or the Bing Overseas Studies (<http://bosp.stanford.edu>) web site. Students should consult the Associate Director for applicability of Overseas Studies courses to a major or minor program.

## Honors Program in Feminist, Gender, and Sexuality Studies

### For Majors in Feminist, Gender, and Sexuality Studies

**Admission**—The honors program offers an opportunity to do independent research for a senior thesis. It is open to students with a grade point average (GPA) of 3.5 or better in course work in Feminist, Gender, and Sexuality Studies, or demonstrated academic competence. Students should begin the application process by consulting with the Program Director or the Associate Director as early as possible in the junior year, preferably by the end of Winter Quarter.

During the application process, students design a project in consultation with their proposed thesis advisers and the Associate Director. A proposal describing the project and the number of units to be taken toward the honors directed project must be submitted to the program office for final approval. All projects must have a primary focus on gender or sexuality. See the honors section of the program web site (<https://feminist.stanford.edu/undergraduates/honors-program>) for additional details.

### Requirements

1. Students enroll for 2-3 units per quarter in FEMGEN 199A, FEMGEN 199B, and FEMGEN 199C Feminist, Gender, and Sexuality Studies Honors Workshop.
2. Students in the honors program also enroll for FEMGEN 105 Honors Work with their respective advisers, for an additional 2-3 units each quarter. The combined number of units in 199 and 105 must be 5 per quarter, unless permission is granted by the Director or Associate Director for a different formulation.
3. A semifinal draft of the thesis is due early in Spring Quarter of the senior year.
4. The final thesis must be submitted by May 15 (or the following Monday should May 15 fall on a weekend). The completed thesis must be submitted with the Thesis Completion Form, which requires the adviser's signature of approval. Creative projects must include a section of critical analysis. For guidelines, see the honors section of the program web site (<https://feminist.stanford.edu/undergraduates/honors-program>).

### For Majors in Other Departments

Interdisciplinary Honors in Feminist, Gender, and Sexuality Studies for majors in other departments or programs, as distinguished from honors for students pursuing a major in Feminist, Gender, and Sexuality Studies, is intended to complement study in any major. Feminist, Gender, and Sexuality Studies minors who wish to pursue honors in Feminist, Gender, and Sexuality Studies should apply through the process for non-majors.

### Admission

The Feminist, Gender, and Sexuality Studies honors program is open to students majoring in any field with an overall GPA of 3.5 or better or demonstrated academic competence.

Students must complete the following with a grade of 'B+' or better:

1. Either FEMGEN 101 Introduction to Feminist, Gender, and Sexuality Studies or FEMGEN 103 Feminist Theories and Methods Across the Disciplines, and one other designated feminist theory course, or
2. Three Feminist, Gender, and Sexuality Studies courses and/or approved courses relevant to the proposed honors research.

Students should begin the application process by consulting with the Program Director or the Associate Director as early as possible in the junior year, preferably by the end of Winter Quarter. During the application process, students design a project in consultation with their proposed thesis advisers and the Associate Director. A proposal describing the project and the number of units to be taken toward the honors directed project must be submitted to the program office for final approval. All projects must have a primary focus on gender or sexuality. See the honors section of the program web site (<https://feminist.stanford.edu/undergraduates/honors-program>) for additional details.

### Requirements

1. Students enroll for 2-3 units per quarter in FEMGEN 199A, FEMGEN 199B, and FEMGEN 199C Feminist, Gender, and Sexuality Studies Honors Workshop.
2. Students in the honors program also enroll for FEMGEN 105 Honors Work with their respective advisers, for an additional 2-3 units each quarter. The combined number of units in 199 and 105 must be 5 per quarter unless permission is granted by the Director or Associate Director for a different formulation.
3. A semifinal draft of the thesis is due early in Spring Quarter of the senior year.
4. The final thesis must be submitted by May 15 (or the following Monday should May 15 fall on a weekend). The completed thesis must be submitted with the Thesis Completion Form, which requires the adviser's signature of approval. Creative projects must include a section of critical analysis. For guidelines, see the honors section of the program web site (<https://feminist.stanford.edu/undergraduates/honors-program>).

## Minor in Feminist, Gender, and Sexuality Studies

A student wishing to minor in Feminist, Gender, and Sexuality Studies should apply to the minor via Axess, preferably by Winter Quarter of the junior year. The student then develops an individualized proposal describing a thematic focus and outlining a course of study, approved by a prospective adviser from the list of affiliated faculty. The proposal is then submitted to the Program Office (Bldg. 460, Room 216) for approval by the Director.

The minor in Feminist, Gender, and Sexuality Studies consists of at least six courses of 3 or more units each at the 100 level or above for a maximum of 36 units. None of the units for the minor may count towards the student's major.

### Requirements

		Units
<b>1. Introductory Course</b>		
FEMGEN 101	Introduction to Feminist, Gender, and Sexuality Studies	5
<b>2. One of the feminist, gender, or sexuality theory courses from the approved course list below</b>		
FEMGEN 103	(FEMGEN 101 is a prerequisite of FEMGEN 103)	
FEMGEN 130S	Sex and the Novel	
FEMGEN 134	The Marriage Plot	
FEMGEN 138	Men's Violence Against Women in Literature: A Critical and Social Analysis	



FEMGEN 144	Women and Gender in Science, Medicine and Engineering
FEMGEN 154	Black Feminist Theory
FEMGEN 155	The Changing American Family
FEMGEN 163	Queer America
FEMGEN 239	Queer Theory
FEMGEN 314	Performing Identities
FEMGEN 389E	
ANTHRO 90B	Theory of Cultural and Social Anthropology
COMPLIT 133	Gender and Modernism
COMPLIT 250	Literature, History and Memory

#### Focus Courses 12

At least 4 courses or 3 or more units each at the 100 level or higher; see "The Focus" section following below.

Total Units 20-22

## The Focus

At least 4 of the courses for the minor should relate to a thematic focus defined by the student and faculty adviser. See the suggested clusters listed in the "Bachelor of Arts in Feminist, Gender, and Sexuality Studies (p. 1)" section of this bulletin. At least one course within the thematic focus should address race/ethnicity and/or global perspectives on feminist, gender, and sexuality studies.

## Ph.D Minor in Feminist, Gender, and Sexuality Studies

The Ph.D. minor in Feminist, Gender, and Sexuality Studies provides graduate students pursuing Ph.D.s broad interdisciplinary knowledge in the field and prepares them to teach courses in the subject. The goal of the program is to bring together graduate students and faculty from different departments, programs, and schools who use feminist and queer perspectives in their research.

## Application and Acceptance

Prospective students submit a Ph.D. minor application form outlining an academic plan with courses and quarters to satisfy the minor requirements. The form must be signed by the student's home department faculty adviser.

An Application for Ph.D. Minor ([http://studentaffairs.stanford.edu/sites/default/files/registrar/files/app\\_phd\\_minor.pdf](http://studentaffairs.stanford.edu/sites/default/files/registrar/files/app_phd_minor.pdf)) outlining a program of study must be approved by the major and minor departments and submitted to the Student Services Center. This form is submitted at the time of admission to candidacy or at the appropriate time thereafter. Prior to that time, students are expected to have been working with an adviser from the affiliated faculty in Feminist, Gender, and Sexuality Studies to ensure that all the requirements can be met without delaying progress to degree or to TGR status. Students are encouraged to consult with the Director or Associate Director as soon as they have developed an interest in pursuing the minor. A student who is planning to apply for a master's degree on the way to the Ph.D. should plan out the course of study carefully, since units for the minor may not also be counted toward a Stanford master's degree.

An accepted student selects a Feminist, Gender, and Sexuality Studies faculty adviser with assistance from the program director. The adviser meets with the student to discuss and sign the academic plan outlined on the Application for Ph.D. Minor form. The plan represents a student's best estimate of courses planned to meet the minor requirements. Students who wish to enroll in the minor after the Winter Quarter of their first year must demonstrate that their participation will not delay their time to degree or their time to TGR.

Students must remain in good academic standing in their home departments.

## Requirements

To receive the Ph.D. Minor in Feminist, Gender, and Sexuality Studies, students fulfill the following requirements, for a minimum of 20 units at the graduate level (typically 200-level or higher).

		Units
<b>Required Course</b>		
FEMGEN 203	Feminist Theories and Methods Across the Disciplines (REQUIRED)	3-5
<b>A second feminist theory course such as:</b>		4-5
ANTHRO 201	Introduction to Cultural and Social Anthropology	
FEMGEN 238	Men's Violence Against Women in Literature: A Critical and Social Analysis	
FEMGEN 239	Queer Theory	
FEMGEN 314	Performing Identities	
FEMGEN 363D	Feminist Theory: Thinking Through/With/About the Gendered Body	
HISTORY 212	Knights, Monks, and Nobles: Masculinity in the Middle Ages	
HISTORY 215	Saints and Sinners: Women and Religion in the Medieval World	
ILAC 282	Queer Film	
ILAC 382	Latin@ Literature	
SOC 242		
SOC 252	The Social Determinants of Health	
SOC 255	The Changing American Family	
10 units of elective graduate-level courses or related courses (a minimum of 2 courses, but 3 courses if necessary in order to achieve 10 units): graduate-level courses or related courses in Feminist, Gender, and Sexuality Studies, one of which may be from the student's home department. The following are examples of appropriate elective courses. Check ExploreCourses for scheduling information.		10
FEMGEN 205	Songs of Love and War: Gender, Crusade, Politics	3-5
FEMGEN 208B	Women Activists' Response to War	4-5
FEMGEN 209	Looking Back, Moving Forward: Raising Critical Awareness in Gender and Sports	3
FEMGEN 212X	Knights, Monks, and Nobles: Masculinity in the Middle Ages	4-5
FEMGEN 213	Transgender Studies	3-4
FEMGEN 214	Sexual Diversity and Health	1
FEMGEN 215	Saints and Sinners: Women and Religion in the Medieval World	5
FEMGEN 216X	Narrating Queer Trauma	4-5
FEMGEN 223X	The Politics of Gender in the United States	5
FEMGEN 224	Challenging Sex and Gender Dichotomies in Medicine	1
FEMGEN 226A	Queer Literature and Film	3-5
FEMGEN 227	East European Women and War in the 20th Century	4-5
FEMGEN 230	Sexual Function and Diversity in Medical Disciplines	2
FEMGEN 230X	Sexual Diversity and Function Across Medical Disciplines	2
FEMGEN 235A	The Queer Literature and Arts Salon, 1870s-1930s	2-5
FEMGEN 236	Literature and Transgression	3-5
FEMGEN 237	Health and Medical Impact of Sexual Assault across the Lifecourse	1-3

FEMGEN 240D	LGBT/Queer Life in the United States	4-5
FEMGEN 241W	Eighteenth-Century Women Writers	5
FEMGEN 242		5
FEMGEN 250	Sex, Gender, and Power in Modern China	3-5
FEMGEN 250T	Transnational Sexualities	4-5
FEMGEN 255	The Changing American Family	4
FEMGEN 256	Current Topics and Controversies in Women's Health	2-3
FEMGEN 257	Language as Political Tool: Feminist and LGBTQ Movements and Impacts	3-5
FEMGEN 258	Sexual Violence in America	4-5
FEMGEN 260	Disability, Gender, and Identity: Women's Personal Experiences	5
FEMGEN 272E	Theories of Citizenship and Sovereignty in a Transnational Context	4-5
FEMGEN 282	Queer Film	3-5
FEMGEN 293B	Queer History in Comparative Perspective	4-5
FEMGEN 295J		5
FEMGEN 297	Education, Gender, and Development	4
FEMGEN 310X	Introduction to Comparative Queer Literary Studies	3-5
FEMGEN 311C	Expanding Engineering Limits: Culture, Diversity, and Gender	1-2
FEMGEN 312	Knights, Monks, and Nobles: Masculinity in the Middle Ages	4-5
FEMGEN 313	Performance and Performativity	1-4
FEMGEN 344F	Beyond Pink and Blue: Gender in Tech	4-5
FEMGEN 358	Sexual Violence in America	4-5
FEMGEN 360	Disability, Gender, and Identity: Women's Personal Experiences	5
FEMGEN 393B	Queer History in Comparative Perspective	4-5
FEMGEN 395J	Gender and Sexuality in Chinese History	4-5

## Academic Progress

Students submit an annual progress report listing the courses completed towards the minor and courses planned in future quarters. This form is approved by both the main faculty adviser and the Feminist, Gender, and Sexuality Studies faculty adviser. Students meet with their Feminist, Gender, and Sexuality Studies faculty adviser to discuss their progress report.

## Notation

Students who complete all the requirements receive the following notation on their transcript and diploma: Ph.D. Minor in Feminist, Gender, and Sexuality Studies.

## Sponsorship

The Ph.D. minor in Feminist, Gender, and Sexuality Studies is sponsored by the Program in Modern Thought and Literature. The minor is administered by the Program in Feminist, Gender, and Sexuality Studies.

## Program Director

Adrian Daub (German Studies)

## Associate Director

Patti Hanlon-Baker

## Faculty Affiliates

*American Studies*: Shelley Fisher Fishkin

*Anthropology*: Paulla Ebron, Miyako Inoue, S. Lochlann Jain, Matthew Kohrman, Barbara Voss, Sylvia Yanagisako

*Art and Art History*: Terry Berlier, Pamela Lee, Jean Ma, Richard Meyer

*Comparative Literature*: Petra Dierkes-Thrun, Patricia Parker

*Developmental Biology*: Ellen Porzig

*East Asian Languages and Cultures*: Haiyan Lee, Yoshiko Matsumoto, James Reichert, Melinda Takeuchi

*Education*: Myra Strober (emerita), Christine Min Wotipka

*English*: Eavan Boland, Helen Brooks, Terry Castle, Michele Elam, Shelly Fisher Fishkin, Barbara Gelpi (emerita), Claire Jarvis, Andrea Lunsford, Paula Moya, Stephen Orgel, Ramón Saldivar, Elizabeth Tallent

*Feminist, Gender, and Sexuality Studies*: Andrea Rees Davies, Susan Krieger, Valerie Miner, Rabbi Patricia Karlin-Neumann

*French and Italian*: Cecile Alduy, Marisa Galvez, Carolyn Springer

*German Studies*: Russell Berman, Adrian Daub, Kathryn Strachota

*History*: Philippe Buc, Carolyn Lougee Chappell, Paula Findlen, Estelle Freedman, Fiona Griffiths, Allyson Hobbs, Katherine Jolluck, Nancy Kollmann, Ana Minian, Paul Robinson (emeritus), Londa Schiebinger, Matthew Sommer, Laura Stokes, Kären Wigen

*Human Biology*: Anne Firth Murray

*Iberian and Latin American Cultures*: Yvonne Yarbro-Bejarano

*Law*: Deborah Rhode, Jane Schacter

*Linguistics*: Penelope Eckert, Rob Podesva

*Medical School*: Ann Arvin, Helen Blau, Gabriel Garcia, Cheryl Gore-Felton, Roy King, Cheryl Koopman, Iris Litt (emerita), Leah Millheiser, Marcia Stefanick

*Music*: Heather Hadlock

*Philosophy*: Helen Longino, Debra Satz

*Political Science*: Lisa Blaydes, Terry Karl

*Psychology*: Laura Carstensen, Hazel Markus

*Religious Studies*: Charlotte Fonrobert, Hester Gelber, Linda Hess

*Slavic Languages and Literatures*: Monika Greenleaf

*Sociology*: Shelley Correll, Cecilia Ridgeway

*Theatre and Performance Studies*: Jennifer Brody, Harry J. Elam, Leslie Hill, Jisha Menon, Cherríe Moraga, Helen Paris, Peggy Phelan

## Overseas Studies Courses in Feminist, Gender, and Sexuality Studies

The Bing Overseas Studies Program (<http://bosp.stanford.edu>) manages Stanford study abroad programs for Stanford undergraduates. Students should consult their department or program's student services office for applicability of Overseas Studies courses to a major or minor program.

The Bing Overseas Studies course search site (<https://undergrad.stanford.edu/programs/bosp/explore/search-courses>) displays courses, locations, and quarters relevant to specific majors.

For course descriptions and additional offerings, see the listings in the Stanford Bulletin's ExploreCourses (<http://explorecourses.stanford.edu>) or Bing Overseas Studies (<http://bossp.stanford.edu>).

		Units
OSPBER 174	Sports, Culture, and Gender in Comparative Perspective	5
OSPFLOR 34	The Virgin Mother, Goddess of Beauty, Grand Duchess, and the Lady: Women in Florentine Art	4
OSPFLOR 67	The Celluloid Gaze: Gender, Identity and Sexuality in Cinema	4
OSPMADRD 45	Women in Art: Case Study in the Madrid Museums	4
OSPOXFRD 57	The Rise of the Woman Writer 1660-1860	5
OSPOXFRD 117W	Gender and Social Change in Modern Britain	4-5
OSPSANTG 14	Women Writers of Latin America in the 20th Century	4-5

### Related Courses

The following is a partial list of related courses for Feminist, Gender, and Sexuality Studies. See ExploreCourses for course descriptions and General Education Requirements (GER)/WAYS information. See degree requirements above or check with the program associate director for applicability of these courses toward specific major or minor program requirements.

		Units
AMSTUD 156H	Women and Medicine in US History: Women as Patients, Healers and Doctors	5
AMSTUD 161	Women in Modern America	4-5
AMSTUD 183	Re- Imagining American Borders	5
AMSTUD 214	The American 1960s: Thought, Protest, and Culture	5
AMSTUD 258	Sexual Violence in America	4-5
ANTHRO 201	Introduction to Cultural and Social Anthropology	3-5
ARTHIST 176	Feminism and Contemporary Art	4
COMPLIT 11Q	Shakespeare, Playing, Gender	3
COMPLIT 112	Oscar Wilde and the French Decadents	3-5
COMPLIT 190	Tolstoy's Anna Karenina in Dialogue with Contemporary Philosophical, Social, and Ethical Thought	3-5
COMPLIT 226A	Queer Literature and Film	3-5
COMPLIT 236	Literature and Transgression	3-5
COMPLIT 312	Oscar Wilde and the French Decadents	3-5
CSRE 103S	Gender in Native American Societies	5
CSRE 162	Women in Modern America	4-5
CSRE 177	Dramatic Writing: The Fundamentals	4
CSRE 179G	Indigenous Identity in Diaspora: Women of Color Art Practice in América	4
CSRE 183	Re- Imagining American Borders	5
CSRE 192E	Sexual Violence in America	4-5
CSRE 200	Latin@ Literature	3-5
DANCE 160	Performance and History: Rethinking the Ballerina	4
EDUC 100A	EAST House Seminar: Current Issues and Debates in Education	1
EDUC 100B	EAST House Seminar: Current Issues and Debates in Education	1
EDUC 193G	Psychological Well-Being on Campus: A Focus on Gender and Sexual Identities	1
ENGLISH 150D	Women Poets	5
ENGLISH 160	Poetry and Poetics	5
FEMGEN 205	Songs of Love and War: Gender, Crusade, Politics	3-5
FILMSTUD 102	Theories of the Moving Image	4

HISTORY 36N	Gay Autobiography	4
HISTORY 44	Women and Gender in Science, Medicine and Engineering	3
HISTORY 130A	In Sickness and In Health: Medicine and Society in the United States: 1800-Present	3-5
HISTORY 144	Women and Gender in Science, Medicine and Engineering	5
HISTORY 161	Women in Modern America	4-5
HISTORY 166B	Immigration Debates in America, Past and Present	3-5
HISTORY 221B	The 'Woman Question' in Modern Russia	5
HISTORY 258	Sexual Violence in America	4-5
HUMBIO 129	Critical Issues in International Women's Health	4
HUMBIO 140	Sex and Gender in Human Physiology and Disease	2-3
HUMBIO 143	Adolescent Sexuality	4
HUMBIO 144	Boys' Psychosocial Development	4
ILAC 193	The Cinema of Pedro Almodovar	3-5
ILAC 280	Latin@ Literature	3-5
ILAC 382	Latin@ Literature	3-5
INDE 215	Queer Health and Medicine	1
LINGUIST 150	Language and Society	4
LINGUIST 156	Language and Gender	4
MED 242	Physicians and Human Rights	1
MUSIC 14N	Women Making Music	3
NATIVEAM 103S	Gender in Native American Societies	5
OBGYN 216	Current Issues in Reproductive Health	1
OSPOXFRD 57	The Rise of the Woman Writer 1660-1860	5
PEDS 223	Human Rights and Global Health	3
PHIL 153	Feminist Theories and Methods Across the Disciplines	2-5
PHIL 253	Feminist Theories and Methods Across the Disciplines	2-5
PSYCH 29N	Growing Up in America	3
RELIGST 24	Sexuality, Gender, and Religion	2
SOC 118	Social Movements and Collective Action	4
SOC 120	Interpersonal Relations	4
SOC 134	Education, Gender, and Development	4
SOC 140	Introduction to Social Stratification	3
SOC 142	Sociology of Gender	3
SOC 152	The Social Determinants of Health	4
SOC 155	The Changing American Family	4
TAPS 314	Performing Identities	4

### Courses

#### FEMGEN 3B. Trans History: The Long View. 1 Unit.

This mini-course explores the history of gender crossing and transgressions, broadly defined. A series of Stanford faculty and one visitor will present historical interpretations of who, why, and how individuals have crossed gender boundaries, as well as how different societies have reacted to gender crossing. The topics range across time from medieval to modern times and across geographic regions from Europe, China, and Iran to the Americas. Short reading assignments will be made available for each class meeting; students must attend all five sessions, complete the readings, and write a summary paper to receive one unit of credit for the series.

Same as: HISTORY 3B

**FEMGEN 3E. Michelle Obama in American Culture. 1 Unit.**

Never before has the United States had a First Lady like Michelle Obama. During her eight years in the White House, Michelle Obama transformed traditional meanings of womanhood, marriage, motherhood, and style and created new possibilities for what it means to be strong and what it means to be beautiful. No First Lady has ever been so scrutinized but also so beloved: from her J. Crew dresses to her Let's Move campaign, from her vegetable gardens to her chiseled arms, and from her powerful speeches to her casual and always authentic personality. This class examines the impact on American culture of the most popular First Lady in American history.

Same as: AFRICAAM 3E, AMSTUD 3E, CSRE 3E, HISTORY 3E

**FEMGEN 5C. Human Trafficking: Historical, Legal, and Medical Perspectives. 3 Units.**

(Same as History 105C. History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Students interested in service learning should consult with the instructor and will enroll in an additional course.

Same as: CSRE 5C, EMED 5C, HISTORY 5C, HUMBIO 178T

**FEMGEN 5S. Comparative Partitions: Pakistan, Israel, and the Modern World. 5 Units.**

Modern maps of the world simplify history by portraying the partitioning of territory as adding another border to a map, a naturalized action in the histories of sovereignty. The partitions of India and Palestine in 1947 and 1948 involved division of territory, but were also influenced by international commitments to secure representation for religious minorities. This course focuses on the key global discussions deployed by Indian Muslims and European Jews to understand the nature of their demands for a nation and determine the historical situations that resulted in the creation of sovereign nations. These partitions demonstrate how events, people, geographies, histories and ideas are powerfully linked on a global scale.

Same as: HISTORY 5S

**FEMGEN 6W. Service-Learning Workshop on Human Trafficking. 3 Units.**

Considers purpose, practice, and ethics of service learning. Provides training for students' work in community. Examines current scope of human trafficking in Bay Area, pressing concerns, capacity and obstacles to effectively address them. Students work with community partners dedicated to confronting human trafficking and problems it entails on a daily basis. Must currently be enrolled in or have previously taken History 5C/105C (FemGen 5C/105C, HumBio 178H, IR 105C, CSRE 5C/105C). (Cardinal Course certified by the Haas Center).

Same as: HISTORY 6W

**FEMGEN 7W. Service-Learning Workshop on Human Trafficking Part II. 3 Units.**

Prerequisite: HISTORY6W (FEMGEN 6W). Continuation of HISTORY 6W (FEMGEN 6W). Students will continue working on their projects with their community partners. Several class meetings and small group consultations throughout the quarter. (Cardinal Course certified by the Haas Center).

Same as: HISTORY 7W

**FEMGEN 9SI. A Road to Diversity inclusion: Learning to Embrace the Intersection of Identities within Athletics. 1 Unit.**

This course explores the interaction of one's identities within the context of athletics. With an emphasis on the importance of self-awareness and story telling, we will navigate how all identities intersect and affect the privilege we receive within current society. We will specifically look at how race, ethnicity, sexual orientation, religion, socioeconomic status, mental health, and disabilities interact with our identity as athletes. A Road to Diversity Inclusion: Learning to Embrace the Intersection of Identities within Athletics will help athletes find their voice and use it for positive social change within their communities.

**FEMGEN 10A. BAY AREA DOMESTIC WORKERS: RIGHTS: A GRASSROOTS CAMPAIGN FOR SOCIAL JUSTICE. 1 Unit.**

In this Alternative Spring Break course and trip, we will examine how our society and institutions allow for and perpetuate the exploitation and oppression of domestic workers. Historically, domestic workers have largely been excluded from basic labor protections. We cannot think critically about the issues domestic workers face without considering the role of gender, race and ethnicity, immigration status, and language play in the industry. We will use a conceptual framework based on citizenship and reproductive labor theory to address themes in the context of Bay Area migrant women of color who are vehemently campaigning for equal labor rights. Through collaborations with domestic worker organizations based in San Francisco and Oakland, ASB participants will learn how this movement seeks to transform the domestic work industry through multilingual and multicultural alliances.

**FEMGEN 11SI. Protecting your Bubble: Self Defense Strategies for College Students. 1 Unit.**

This course will offer self defense training for students, with a focus on mental and physical defense, primarily against sexual assault. The course will focus on an "empowerment" method of self defense, seeking to provide tools and build confidence in students for a variety of situations. Students will participate in group discussions on the topic of sexual assault on college campuses, as well as physical and mental self defense tactics both to build confidence in any situation, prevent assault, and to employ in dangerous situations.

**FEMGEN 12SI. Beyond the Athlete: Intersection of Diversity, Storytelling, and Athletics. 1-2 Unit.**

This course explores the interaction of one's identities within the context of athletics. With an emphasis on the importance of self-awareness and storytelling, we will navigate how all identities intersect and affect the privilege we receive within current society. We will specifically look at how race, ethnicity, sexual orientations, religion, socioeconomic status, mental health, and disabilities interact with the sphere of athletics. Beyond the Athlete: Intersection of Storytelling, Diversity, and Athletics will help students find their voice and use it for positive social change within their communities.

**FEMGEN 13. Stanford Anti-Violence Educator Training. 2 Units.**

The Stanford Anti-Violence Educators (SAVE) Program seeks to cultivate a more resilient, supportive, and safe Stanford culture by engaging students in peer-to-peer dialogues about sexuality and consent, equipping them with skills to better relate with others. In this class, you will develop the knowledge and skill to facilitate peer education workshops with a variety of groups on campus throughout the year, including the required frosh curriculum. We will engage in conversations about sexuality, gender, identity, boundaries, and communication. We will examine social discourses, campus norms, systems of oppression, as well as explore new ways for the community to engage itself on these topics. The class will offer the structure and guidance to 1) gain in-depth knowledge of SAVE curricula content, 2) facilitate with presence, authenticity, and connection, and 3) increase self-efficacy as a leader for cultural change.



**FEMGEN 14N. Imagining India: Art, Culture, Politics in Modern India. 3 Units.**

This course explores history via cultural responses in modern India. We will examine a range of fiction, film and drama to consider the ways in which India emerges through its cultural productions. The course will consider key historical events such as the partition of the subcontinent, independence from British rule, Green Revolution, Emergency, liberalization of the Indian economy, among others. We will reflect on epochal historical moments by means of artistic responses to these events. For example, Ritwik Ghatak's experimental cinema intervenes into debates around the Bengal partition; Rohinton Mistry's novel, *A Fine Balance* grapples with the suspension of civil liberties during the emergency between 1975-77; Rahul Varma's play *Bhopal* reflects on the Bhopal gas tragedy, considered the world's worst industrial disaster. Students will read, view and reflect on the aesthetic and historical texts through their thoughtful engagement in class discussions and written essays. They will also have opportunities to imaginatively respond to these texts via short creative projects, which could range from poems, monologues, solo pieces, web installations, etc. Readings will also include Mahashweta Devi, Amitav Ghosh, Girish Karnad, Jhumpa Lahiri, Manjula Padmanabhan, Salman Rushdie, Aparna Sen, among others.

Same as: COMPLIT 14N, CSRE 15N

**FEMGEN 17. Gender and Power in Ancient Greece. 4 Units.**

(Formerly CLASSGEN 17.) Introduction to the sex-gender system of ancient Greece, with comparative material from modern America. How myths, religious rituals, athletics, politics and theater reinforced gender stereotypes and sometimes undermined them. Skills: finding clues, identifying patterns and making connections amongst the components of a strange and beautiful culture very different from our own. Weekly participation in a discussion section is required.

**FEMGEN 21S. StoryCraft: On Sexuality. 2 Units.**

This class prepares students to tell their stories in front of the Beyond Sex Ed audiences in three performances for all freshmen, sophomores, and juniors, Fall 2017. What is sexuality education? In this class, you will learn about sexuality from the inside-out. We will examine social discourses that shape our understanding of sexuality and then dive into an experiential workshop to discover the many facets of sexuality through the art of story -- our own and others. Due to the sensitive nature of the topic, we will emphasize safety, trust, and confidentiality throughout. The class will offer you the structure and guidance to 1) mine your lives for stories, 2) craft the structure and shape, and 3) perform with presence, authenticity, and connection.

Same as: TAPS 21S

**FEMGEN 24. Sexuality, Gender, and Religion. 2 Units.**

From ancient times to the present, religious texts, authority figures, adherents, and critics have had a great deal to say about sexuality and gender, with powerful impacts in personal, social and political spheres. Today these debates are more wide ranging and public than ever. In this lecture and discussion series, distinguished scholars from within and beyond Stanford will consider how sexuality and gender become religious in Judaism, Islam, Christianity, Hinduism, and Buddhism.

Same as: RELIGST 24

**FEMGEN 24N. Sappho: Erotic Poetess of Lesbos. 4-5 Units.**

(Formerly CLASSGEN 24N.) Preference to freshmen. Sappho's surviving fragments in English; traditions referring to or fantasizing about her disputed life. How her poetry and legend inspired women authors and male poets such as Swinburne, Baudelaire, and Pound. Paintings inspired by Sappho in ancient and modern times, and composers who put her poetry to music.

Same as: CLASSICS 16N

**FEMGEN 28N. Queer Lives in Music. 3 Units.**

Queer Lives in Music examines music by queer musicians in genres including punk, opera, rock, symphony, musical theater, folk, and jazz. We will study lesbian, gay, bisexual, transgender, and queer composers, performers, and listeners, to learn how queer people have expressed individual identity and built communities through music. We will learn how sexual stigma, taboo, oppression, and resistance have impacted musical creativity and music history. Class is designed for students interested in music, social history, cultural studies, and gender/sexuality studies.

Same as: MUSIC 28N

**FEMGEN 35S. Sex, Race, and Nazism in 20th Century Germany. 5 Units.**

How can we make sense of race after Hitler? Although the Nazis' murderous attempts to engineer a racially pure society crumbled in 1945, Germany's dark past continues to influence today's heated debates about immigration, multiculturalism, Islamophobia, and right-wing extremism. Using various sources-- speeches, oral histories, memoirs, films, and rap music-- we will explore the experiences of historically persecuted groups: colonial subjects, Jews, homosexuals, women, Afro-Germans, Turkish immigrants, and Syrian refugees. All majors welcome. Priority given to history majors and minors.

Same as: CSRE 35S, HISTORY 35S

**FEMGEN 36N. Gay Autobiography. 4 Units.**

Preference to freshmen. Gender, identity, and solidarity as represented in nine autobiographies: Isherwood, Ackerley, Duberman, Monette, Louganis, Barbin, Cammermeyer, Gingrich, and Lorde. To what degree do these writers view sexual orientation as a defining feature of their selves? Is there a difference between the way men and women view identity? What politics follow from these writers' experiences?

Same as: HISTORY 36N

**FEMGEN 44Q. Gendered Innovations in Science, Medicine, Engineering, and Environment. 4-5 Units.**

Section 1 focuses on the history of women in science, medicine, and engineering. Section 2 looks at transforming research institutions so that both men and women can flourish. Section 3 explores how sex and gender analysis can enhance creativity. We discuss concrete examples of how taking gender into account has yielded new research results. Stanford University currently has a multiple year collaboration with the European Commission for Gendered Innovations, and this class will be part of that project. This course fulfills the second level Writing and Rhetoric Requirement (WRITE 2) and will emphasize oral and multimedia presentation.

Same as: HISTORY 44Q

**FEMGEN 50Q. Life and Death of Words. 4 Units.**

In this course, we explore the world of words: their creation, evolution, borrowing, change, and death. Words are the key to understanding the culture and ideas of a people, and by tracing the biographies of words we are able to discern how the world was, is, and might be perceived and described. We trace how words are formed, and how they change in pronunciation, spelling, meaning, and usage over time. How does a word get into the dictionary? What do words reveal about status, class, region, and race? How is the language of men and women critiqued differently within our society? How does slang evolve? How do languages become endangered or die, and what is lost when they do? We will visit the Facebook Content Strategy Team and learn more about the role words play in shaping our online experiences. Together, the class will collect Stanford language and redesign the digital dictionary of the future. Trigger Warning: Some of the subject matter of this course is sensitive and may cause offense. Please consider this prior to enrolling in the course.

Same as: CSRE 50Q, ENGLISH 50Q, LINGUIST 50Q, NATIVEAM 50Q

**FEMGEN 52N. Spoken Sexuality: Language and the Social Construction of Sexuality. 3 Units.**

The many ways language is used in the construction of sexuality and sexual identity. How language is used as a resource for performing and perceiving sexual identity. Drawing on linguistic analyses of pronunciation, word choice, and grammar, questions such as: Is there a gay accent? Why isn't there a lesbian accent? How do transgendered people modify their linguistic behavior when transitioning? How are unmarked (heterosexual) identities linguistically constructed? Sexuality as an issue of identity, as well as of desire. Iconic relations between elements of language such as breathy voice quality and high pitch, and aspects of desire such as arousal and excitement. How language encodes ideologies about sexuality; how language is used to talk about sexuality in public discourses about gay marriage and bullying, as well as in personal narratives of coming out. How language encodes dominant ideologies about sexuality, evident in labels for sexual minorities as well as terminology for sex acts. Discussions of readings, explorations of how sexuality is portrayed in popular media, and analyses of primary data. Final research paper on a topic of student choice.

Same as: LINGUIST 52N

**FEMGEN 54N. African American Women's Lives. 3 Units.**

Preference to freshmen. We will examine the struggles of African American women to define their own lives and improve the social, economic, political and cultural conditions of black communities. Topics will include women's enslavement and freedom, kinship and family relations, institution and community building, violence, labor and leisure, changing gender roles, consumer and beauty culture, social activism, and the politics of sexuality.

Same as: AFRICAAM 54N, AMSTUD 54N, CSRE 54N, HISTORY 54N

**FEMGEN 54Q. African American Women's Lives. 3-4 Units.**

Preference to sophomores. African American women have been placed on the periphery of many historical documents. This course will encourage students to think critically about historical sources and to use creative and rigorous historical methods to recover African American women's experiences. Drawing largely on primary sources such as letters, personal journals, literature and film, this course explores the everyday lives of African American women in 19th- and 20th-century America. We will begin in our present moment with a discussion of Michelle Obama and then we will look back on the lives and times of a wide range of African American women including: Charlotte Forten Grimké, a 19th-century reformer and teacher; Nella Larsen, a Harlem Renaissance novelist; Josephine Baker, the expatriate entertainer and singer; and Ida B. Wells and Ella Baker, two luminaries of civil rights activism. We will examine the struggles of African American women to define their own lives and improve the social, economic, political and cultural conditions of black communities. Topics will include women's enslavement and freedom, kinship and family relations, institution and community building, violence, labor and leisure, changing gender roles, consumer and beauty culture, social activism, and the politics of sexuality.

Same as: AFRICAAM 54Q, AMSTUD 54Q, HISTORY 54Q

**FEMGEN 55N. Social Movements through Song in Modern America. 3-4 Units.**

This discussion class will explore a series of social movements in modern America through the songs produced to support efforts to achieve labor unions, civil rights and racial justice, peace, and women's rights. For each class we will read short historical texts to provide contexts for the movements and then concentrate on the role of music within them. We will listening to and discuss several core songs for each topic. Biographical and autobiographical readings on a key set of musicians (including Joe Hill, Woody Guthrie, Pete Seeger, Malvina Reynolds, and Bernice Johnson Reagon) will provide personal accounts of the relationship of songs to social movement. The music we include in class will range from ballads to anthems, from oral traditions to the work of singer-songwriters.

Same as: AMSTUD 55N, HISTORY 55N

**FEMGEN 86Q. Love as a Force for Social Justice. 3 Units.**

Preference to sophomores. Biological, psychological, religious, social and cultural perspectives on the concept of agape love. How love is conceptualized across cultures; agape love as the basis of many religions; different kinds of love; the biology of love; love in action for social justice; the languages of love, including art, literature, music, and poetry. Emphasis is on blog writing, participation, and oral presentation. Same as: HUMBIO 86Q

**FEMGEN 93. Late Imperial China. 3 Units.**

(Same as HISTORY 193. History majors and others taking 5 units, register for 193.) A survey of Chinese history from the 11th century to the collapse of the imperial state in 1911. Topics include absolutism, gentry society, popular culture, gender and sexuality, steppe nomads, the Jesuits in China, peasant rebellion, ethnic conflict, opium, and the impact of Western imperialism.

Same as: CHINA 93, HISTORY 93

**FEMGEN 100X. Grassroots Community Organizing: Building Power for Collective Liberation. 3-5 Units.**

Taught by long-time community organizer, Beatriz Herrera. This course explores the theory, practice and history of grassroots community organizing as a method for developing community power to promoting social justice. We will develop skills for 1-on-1 relational meetings, media messaging, fundraising strategies, power structure analysis, and strategies organizing across racial/ethnic difference. And we will contextualize these through the theories and practices developed in the racial, gender, queer, environmental, immigrant, housing and economic justice movements to better understand how organizing has been used to engage communities in the process of social change. Through this class, students will gain the hard skills and analytical tools needed to successfully organize campaigns and movements that work to address complex systems of power, privilege, and oppression. As a Community-Engaged Learning course, students will work directly with community organizations on campaigns to address community needs, deepen their knowledge of theory and history through hands-on practice, and develop a critical analysis of inequality at the structural and interpersonal levels. Placements with community organizations are limited. Enrollment will be determined on the first day through a simple application process. Students will have the option to continue the course for a second quarter in the Winter, where they will execute a campaign either on campus or in collaboration with their community partner.

Same as: AFRICAAM 100, CSRE 100, URBANST 108

**FEMGEN 101. Introduction to Feminist, Gender, and Sexuality Studies. 4-5 Units.**

Introduction to interdisciplinary approaches to gender, sexuality, queer, trans and feminist studies. Topics include the emergence of sexuality studies in the academy, social justice and new subjects, science and technology, art and activism, history, film and memory, the documentation and performance of difference, and relevant socio-economic and political formations such as work and the family. Students learn to think critically about race, gender, and sexuality from local and global perspectives.

Same as: AMSTUD 107, CSRE 108, TAPS 108

**FEMGEN 102. Art and Social Criticism. 5 Units.**

Visual artists have long been in the forefront of social criticism in America. Since the 1960s, various visual strategies have helped emergent progressive political movements articulate and represent complex social issues. Which artists and particular art works/projects have become key anchors for discourses on racism, sexism, economic and social inequality, and immigrant rights? We will learn about a spectrum of political art designed to raise social awareness, spark social change and rouse protest. The Art Workers' Coalition's agit-prop opposing the Vietnam War and ACT-UP's emblematic signs and symbols during the AIDS/HIV crisis of the 1980s galvanized a generation into action. Works such as Judy Chicago's *The Dinner Party* (1979), Fred Wilson's *Mining the Museum* (1992), and Glenn Ligon's paintings appropriating fragments from African-American literature all raised awareness by excavating historical evidence of the long legacy of marginalization and modeled ways of resisting that marginalization. For three decades feminist artists Barbara Kruger and the Guerilla Girls have combined institutional critique and direct address into a provocative form of criticality. Recent art for social justice is reaching ever broadening publics by redrawing the role of artist and audience exemplified by the democratization of poster making and internet campaigns of the Occupy and #BlackLivesMatter movements. Why are each of these examples successful as influential and enduring markers of social criticism? We will also consider the visual culture of new protest strategies in the Post-Occupy era. What have these socially responsive practices contributed to our understanding of American history? We will conclude with an investigation into large-scale transnational participatory projects, including Tania Bruguera's *Immigrant Movement International* and Ai Weiwei's *@Large on Alcatraz Island*.

Same as: AFRICAAM 102B, AMSTUD 102, ARTHIST 162B, CSRE 102A

**FEMGEN 103. Feminist Theories and Methods Across the Disciplines. 2-5 Units.**

(Graduate Students register for PHIL 253 or FEMGEN 203) Concepts and questions distinctive of feminist and LGBT scholarship and how they shape research: gender, intersectionality, disciplinarity and interdisciplinarity, standpoint, "queering," postmodern critiques, postcolonial critiques. Prerequisites: Feminist Studies 101 or equivalent with consent of instructor. NOTE: This course must be taken for a letter grade and a minimum of 3 units to be eligible for WAYS credit. The 2 unit option is for graduate students only.

Same as: FEMGEN 203, PHIL 153, PHIL 253

**FEMGEN 103S. Gender in Native American Societies. 5 Units.**

Historical and cultural forces at work in traditional and contemporary Native American women's lives through life stories and literature. How women are fashioning gendered indigenous selves. Focus is on the diversity of Native American communities and cultures.

Same as: CSRE 103S, NATIVEAM 103S

**FEMGEN 104A. Junior Seminar and Practicum. 1 Unit.**

Preference to and required of Feminist Studies majors; others require consent of instructor. Feminist experiential learning projects related to critical studies in gender and sexuality. Identifying goals, grant proposal writing, and negotiating ethical issues in feminist praxis. Developing the relationship between potential projects and their academic focus in the major.

**FEMGEN 104B. Senior Seminar and Practicum. 2 Units.**

Required for Feminist Studies majors. Non-majors enrolled with consent of instructor. Students develop oral reports on their practicum and its relationship to their academic work, submit a report draft and revised written analysis of the practicum, and discuss applications of feminist scholarship. May be repeated once for credit.

**FEMGEN 105. Honors Work. 1-15 Unit.**

(Staff).

**FEMGEN 105C. Human Trafficking: Historical, Legal, and Medical Perspectives. 5 Units.**

(Same as HISTORY 5C.) History majors and others taking 5 units, enroll in 105C.) Interdisciplinary approach to understanding the extent and complexity of the global phenomenon of human trafficking, especially for forced prostitution, labor exploitation, and organ trade, focusing on human rights violations and remedies. Provides a historical context for the development and spread of human trafficking. Analyzes the current international and domestic legal and policy frameworks to combat trafficking and evaluates their practical implementation. Examines the medical, psychological, and public health issues involved. Uses problem-based learning. Students interested in service learning should consult with the instructor and will enroll in an additional course.

Same as: CSRE 105C, EMED 105C, HISTORY 105C, INTNLREL 105C

**FEMGEN 105P. FGSS Honors Preparation Seminar. 1 Unit.**

This 2 unit course will provide students the opportunity to explore possible honors topics, project design, advisor options, and university resources including grants, libraries, and faculty. Over the 10 weeks, students will review related research, potential methodologies, explore creative genres, and consider summer research and preparation. Students will use their findings to write a proposal to submit to the honors program as well as a proposal to submit to UAR for undergraduate funding. After completing the proposal, students will have more clear next steps for their honors projects, including summer research needs, spring course selection as it relates to their topic, and building advisor relationships.

**FEMGEN 107A. Ripped from the Headlines: Current Feminist, Gender, and Sexuality Issues and Questions. 1-2 Unit.**

Discussion of current issues and questions related to Feminist, Gender, and Sexuality Studies.

**FEMGEN 107C. You're Majoring in What?! Why Feminism is Still Relevant. 1-2 Unit.**

Stanford Feminist Study alum and community activists will join this weekly seminar to share how studying feminism has helped them professionally. Together speakers and students will explore answers to questions such as: Why study feminism, sexuality, or gender studies? Why is feminism still relevant?

**FEMGEN 107G. Sisterhood, Brotherhood, & Gender Identity: The Histories, Stories, and Constructs of Greek Life. 1 Unit.**

In this course, we will explore the history, the development, the critiques and praise of sororities and fraternities. We'll pay particular attention to how gender and sexuality are framed in those discussions by outsiders as well as ones by insiders. How do Greek organizations present their activities and goals? What values and roles do they highlight during recruitment? Who joins them? What expectations are there for participants? What are the perceived benefits that come with joining? What does it mean to be a fraternity brother or a sorority sister in modern Greek organizations? How are sorority women and fraternity men discussed by outsiders? How do the stereotypes of Greek life impact perceptions of individuals as well as particular sororities and fraternities? To consider these questions, we'll look at historical documents and analyze how groups described themselves as they were establishing; we'll also analyze recent documents (websites, books, etc.) to consider current ways organizations describe themselves, their activities, and their values. We'll use both to consider how the messages created by and about Greek organizations shape public perceptions as well as individuals' experiences of gender and sexuality identity.

**FEMGEN 107M. College Culture & Masculinity. 1-2 Unit.**

Students in this course will interrogate masculinity and its impacts on culture broadly, with a focus on college campuses. Some questions considered will include: How do structures and expectations of masculinity impact sexual assault and response to sexual assault? Where on campus do we see pressure to perform masculinity? What expectations do some campus communities, such as athletics and Greek life, have of their members to perform and maintain masculinity? How are male identifying individuals expected to behave in communities shaped by masculinity? What spaces are there for gender non-conforming folks in communities shaped by masculinity? How do structures of masculinity impact expectations of femininity and femme in these spaces and others?.

**FEMGEN 107S. Barbie Girls vs Sea Monsters: Gender, Sexuality, & Identity in American Culture. 1-2 Unit.**

Incoming students bring widely varying experiences of intimate relationships, whether romantic, familial, platonic, or sexual. This course provides students an opportunity to examine sexuality as a broad concept encompassing a dimension of our humanity and its surrounding cultural systems, impacting how we relate with one another: our experience of sex, gender, intimacy, and worldview. Activities, readings, and discussions will prompt students to reflect on society constructs sex, gender, and intimacy. Themes will include intersectional feminism and codes of masculinity, concepts and practicalities of affirmative consent in straight and LGBTQIA contexts, gender and sexual identity spectrums, and the lived experience of dating, romance, and relationships.

**FEMGEN 108. Internship in Feminist Studies. 1-5 Unit.**

Supervised field, community, or lab experience in law offices, medical research and labs, social service agencies, legislative and other public offices, or local and national organizations that address issues related to gender and/or sexuality. One unit represents approximately three hours work per week. Required paper. May be repeated for credit. Service Learning Course (certified by Haas Center). Feminist, Gender, and Sexuality Majors may not receive 108 credit for their required practicum, as they are to sign up for FEMGEN 104 A & B instead. Prerequisites: Course work in Feminist, Gender, and Sexuality Studies, written proposal and application form submitted for approval by program office, written consent of faculty sponsor. Course may be taken 3 times total, for a max of 15 units.

**FEMGEN 109. Looking Back, Moving Forward: Raising Critical Awareness in Gender and Sports. 3 Units.**

In 1972, Title IX legislation opened up a vast range of opportunities for women in sports. Since then, women's sports have continued to grow yet the fight for recognition and equality persists. Simply put, men's sports are more popular than women's—so much so, in fact, that people often make the hierarchical distinction between "sports" and "women's sports." But what would it take to get more women's sports featured on ESPN or more female athletes on the cover of Sports Illustrated? And, given the well-documented corruption at the highest levels of men's sports, should such an ascent in popularity be the goal for women's sports? This course will map out and respond to the multifaceted issues that emerge when women enter the sports world. Throughout the quarter, we will explore the fight for gender equality in sports through historical, cultural, and rhetorical lenses.

Same as: FEMGEN 209

**FEMGEN 110J. Romance, Desire, and Sexuality in Modern Japanese Literature. 3-4 Units.**

This class is structured around three motifs: love suicide (as a romantic ideal), female desire, and same-sex sexuality. Over the course of the quarter we will look at how these motifs are treated in the art and entertainment from three different moments of Japanese history: the Edo period (1615-1868), the modern period (1920-65), and the contemporary period (1965-present). We will start by focusing on the most traditional representations of these topics. Subsequently, we will consider how later artists and entertainers revisited the conventional treatments of these motifs, informing them with new meanings and social significance. We will devote particular attention to how this material comments upon issues of gender, sexuality, and human relationships in the context of Japan. Informing our perspective will be feminist and queer theories of reading and interpretation.

Same as: FEMGEN 210J, JAPAN 110, JAPAN 210

**FEMGEN 110X. Introduction to Comparative Queer Literary Studies. 3-5 Units.**

Introduction to the comparative literary study of important gay, lesbian, queer, bisexual, and transgender writers and their changing social, political, and cultural contexts from the 1880s to today: Oscar Wilde, Rachilde, Radclyffe Hall, Djuna Barnes, James Baldwin, Jean Genet, Audre Lorde, Cherrie Moraga, Jeanette Winterson, Alison Bechdel and others, discussed in the context of 20th-century feminist and queer literary and social theories of gender and sexuality.

Same as: COMPLIT 110, COMPLIT 310, FEMGEN 310X

**FEMGEN 111. Reproductive Politics in the United States and Abroad. 3-5 Units.**

Course description: This course examines the issues and debates surrounding women's reproduction in the United States and beyond. It pays special attention to how knowledge and technology travel across national/cultural borders and how women's reproductive functions are deeply connected to international politics and events abroad. Topics include: birth control, population control, abortion, sex education, sex trafficking, genetic counseling, assisted reproductive technologies, midwifery, breastfeeding, menstruation, and reproductive hazards.

Same as: AMSTUD 111

**FEMGEN 112. "When We Dead Awaken": Breakthroughs in Conceptions of the Gendered Self in Literature and the Arts. 4-5 Units.**

Remarkable breakthroughs in conceptions of the gendered self are everywhere evident in literature and the arts, beginning primarily with the Early Modern world and continuing into today. Many of these works inhere in innovations in literary and artistic forms in order to capture and even evoke the strong cognitive, or psychological, dimension of such awakenings. The reader, or viewer, is often challenged to adapt her or his mind to new forms of thought, such as John Donne's seventeenth century creation of the Dramatic Monologue, a form popular with modern writers, which requires the reader's cognitive presence in order to fill out the dramatic scene. In so doing, the reader often supplies the presence of the female voice and thereby enters into her self-consciousness and inner thoughts. Adrienne Rich, for example, specifically rewrites one of Donne's major poems from the female perspective. This can be, in Rich's words, an awakening for the active reader, as he or she assumes that often-unspoken female perspective. The course will also explore male conceptions of the self and how such conceptions are often grounded in cultural attitudes imposed on male subjects, which can contribute to gender-bias toward women, a subject often neglected in exploring gendered attitudes, but which is now gaining more study, for example, in Shakespeare's Othello. Readings from recent developments in the neurosciences and cognitive studies will be included in our study of artistic forms and how such forms can activate particular mindsets. Writers and artists will include Shakespeare, Michelangelo, John Donne, Virginia Woolf, Adrienne Rich, Gertrude Stein, Picasso, June Wayne, and Edward Albee's 1960's play, Who's Afraid of Virginia Woolf?.

Same as: ENGLISH 182J, FEMGEN 212



**FEMGEN 113. Transgender Studies. 3-4 Units.**

Transgender and gender-expansive identities are the subject of growing attention and (often sensationalist) interest in the media as well as in the healthcare field, yet there exists a dearth of legitimate academic courses, research and writing that reflect and explore gender identity and expression as a fluid spectrum rather than a fixed binary. This course will address transgender and gender expansive identities from historical, medical, literary, developmental and sociopolitical perspectives.

Same as: FEMGEN 213

**FEMGEN 114. Sexual Diversity and Health. 1 Unit.**

Explores multiple aspects of sexual diversity and health, including: kink/BDSM, polyamory, trans\* sexuality, asexuality, high-risk sex, inter-sexuality, questioning gender and sexual binaries, and more. The format includes a one-day conference featuring a variety of expert speakers covering different aspects of sexual diversity and health, followed by a debriefing and discussion session to integrate what has been heard and learned.

Same as: FEMGEN 214

**FEMGEN 115. Queer Reading and Queer Writing in Early Modern England. 5 Units.**

Considers the possibility of identifying queer reading and writing practices in early modern England as well the theoretical and historical obstacles such a project necessarily encounters. Focus on the role which Renaissance discourses of desire continue to play in our negotiations of homo/erotic subjectivity, identity politics, and sexual and gender difference. Study of Renaissance queerness in relation to the classical tradition on the one hand and the contemporary discourses of religion, law, and politics on the other. Readings include plays, poems, and prose narratives as well as letters, pamphlets, and ephemeral literature. Both major and minor authors will be represented.

**FEMGEN 116. Narrating Queer Trauma. 4-5 Units.**

Psychiatrist Dori Laub has argued that the process of narrating trauma is essential to the healing process. Not only is telling the story important, but it is also crucial to have someone else bear witness to the narrative. But how do people even begin to narrate stories of violence and pain, and how do we become good listeners? How are these stories told and heard in the specific context of queer world making? This course will explore narratives of trauma in queer lives through literature, film, media, and performance in conjunction with trauma theory and psychoanalysis. We will pay specific attention to questions of community, healing, violence, and affect at the intersections of queerness and race, sex, disability, class, gender, and nationality.

Same as: FEMGEN 216X

**FEMGEN 117Q. Queer Arts: Remembering and Imagining Social Change. 4-5 Units.**

This interdisciplinary fine arts course is designed to examine the nature of artistic imagination, sources of creativity and the way this work helps shape social change. We will consider the relationship among muses, mentors and models for queer artists engaged in such fields as visual art, music, theatre, film, creative writing and dance. Exploring various cultures, lands and times, we will study the relationship between memory and vision in serious art. We will ask questions about the role of the artist in the academy and the broader social responsibility of the artist. We will locate some of the similarities and differences among artists, engage with different disciplines, and discover what we can learn from one another. This seminar requires the strong voices of all participants. To encourage students to take their ideas and questions beyond the classroom, we will be attending art events (performances, exhibits, readings) individually and in groups. The learning goals include a serious exploration of individual students' creativity, a more nuanced appreciation of diverse arts and a stronger understanding of the multifaceted nature of gender, race and class. Students will develop their abilities to write well-argued papers. They will stretch their imaginations in the written and oral assignments. And they will grow more confident as public speakers and seminar participants.

Same as: CSRE 117Q

**FEMGEN 118. Transgender Cultural Studies. 4-5 Units.**

In the United States, we seem to be in a transgender moment, or we've reached what Time magazine has called the transgender tipping point. In this course, we will explore what this cultural moment means for the representation of transgender, nonbinary, and gender non-conforming people. We will look historically and globally at differences in representation in order to better understand our current cultural moment. We will explore multiple genres, formats, and authorial points of view to critically think through how and by whom trans stories are told. How do interlocking systems of oppression continue to dictate and drive trans representation and narrative; how do trans authors and artists push back against these systems to (re)construct their own narrative and image? Through a critical engagement with film, memoir, graphic narrative, poetry, and fiction created by and/or about trans\* people, this course will engage students with an intersectional approach to trans identity and representation in concert with racial identity, sexuality, disability, socioeconomic status, age, gender, and citizenship.

**FEMGEN 121. Intro to Queer Studies. 4-5 Units.**

This course provides an interdisciplinary grounding in historical and theoretical foundations of queer culture and theory. A critical interrogation of sex, gender, sexuality, pleasure, and embodiment will provide students with a framework for producing their own queer cultural critique. We will explore LGBTQ history alongside contemporary queer issues in popular culture, health, science, government policy, and politics. This course will also address the intersections of sexuality and gender with race, class, ability, age, nationality, and religion. Students will engage with multiple disciplinary approaches that have both shaped queer studies and have been shaped by queer methodology.

**FEMGEN 123. Sex and Love in Modern U.S. Society. 3 Units.**

Social influences on private intimate relations involving romantic love and sexuality. Topics include the sexual revolution, contraception, dating, hook-ups, cohabitation, sexual orientation, and changing cultural meanings of marriage, gender, and romantic love.

Same as: SOC 123, SOC 223

**FEMGEN 124. Challenging Sex and Gender Dichotomies in Medicine. 1 Unit.**

Explores and challenges the traditional physiological bases for distinguishing human males from females, as well as the psychosocial factors that play a role in experiencing and expressing gender and sexuality. Topics include the influence of sociocultural (gender) norms and behaviors on human biology, the interactions of sex and gender on medical outcomes, the importance of understanding the spectrum of sex, gender, and sexuality in clinical practice.

Same as: FEMGEN 224, SOMGEN 257

**FEMGEN 126D. Victorian Sex. 5 Units.**

How can we make sense of a culture of extraordinary sexual repression that nevertheless seemed fully preoccupied with sex? Examination of the depictions of sex in Victorian literary and cultural texts. Authors include: Collins, Braddon, the Brownings, Swinburne, Stoker and Wilde.

**FEMGEN 129. Critical Issues in International Women's Health. 4 Units.**

Women's lives, from childhood through adolescence, reproductive years, and aging. Economic, social, and human rights factors, and the importance of women's capacities to have good health and manage their lives in the face of societal pressures and obstacles. Emphasis is on life or death issues of women's health that depend on women's capacity to exercise their human rights including maternal mortality, violence, HIV/AIDS, reproductive health, and sex trafficking. Organizations addressing these issues. A requirement of this class is participation in public blogs. Prerequisites: Human Biology core or equivalent or consent of instructor. Same as: HUMBIO 129

**FEMGEN 130. Sex and Gender in Judaism and Christianity. 3 Units.**

What role do Jewish and Christian traditions play in shaping understandings of gender differences? Is gender always imagined as dual, male and female? This course explores the variety of ways in which Jewish and Christian traditions - often in conversation with and against each other - have shaped gender identities and sexual politics. We will explore the central role that issues around marriage and reproduction played in this conversation. Perhaps surprisingly, early Jewish and Christian also espoused deep interest in writing about 'eunuchs' and 'androgynes,' as they thought about Jewish and Christian ways of being a man or a woman. We will examine the variety of these early conversations, and the contemporary Jewish and Christian discussions of feminist, queer, trans- and intersex based on them.  
Same as: JEWISHST 120, RELIGST 130

**FEMGEN 130S. Sex and the Novel. 5 Units.**

How do novels represent sexual life? This course reads texts from the eighteenth century to the present day, and considers how novelists represent the discombobulating effects of desire in fictional prose. Authors may include: S. Richardson, N. Hawthorne, J. Austen, E. Brontë, G. Gissing, H. James, D.H. Lawrence, J. Joyce, V. Nabokov, J. Baldwin, A. Hollinghurst and Z. Smith.  
Same as: ENGLISH 130

**FEMGEN 134. The Marriage Plot. 5 Units.**

The centrality of the marriage plot in the development of the British novel beginning in the 18th century with Samuel Richardson's *Pamela* and ending with Woolf's modernist novel *Mrs. Dalloway*. The relationship between novelistic plotting and the development of female characters into marriageable women. What is the relationship between the novel and feminine subjectivity? What aspects of marriage make it work as a plotting device? What kinds of marriages do marriage plots allow? Is the development of women's political agency related to their prominence in the novel form?

**FEMGEN 138. Men's Violence Against Women in Literature: A Critical and Social Analysis. 4-5 Units.**

Literature, as a social and cultural product of its time, can inform and deepen our understanding of oppression. Using literature as a vehicle, this course will explore the impact of and responses to men's violence against women. Students will critically assess how the author has portrayed the topic of sexual assault and relationship abuse, how the characters and/or author exhibits victim blaming, and, if the characters were living today, would current policies adequately hold the perpetrator responsible, provide safety and justice for the survivor, and challenge rape culture. In dialogue with theoretical texts, we will analyze the literary representations of patriarchy that inform societal acceptance of gender-based violence, identify the historical prevalence of victim blaming and impunity in these works, and assess the implications on policy making at the individual, community and political level. Students will critically examine literature including Shakespeare's *Taming of the Shrew*, Thomas Hardy's *Tess of the D'Urbervilles*, Zora Neale Hurston's *Their Eyes Were Watching God*, Louise Erdrich's *The Round House* and Joyce Carol Oates' *We Were the Mulvanays*.  
Same as: FEMGEN 238

**FEMGEN 139. Rereading Judaism in Light of Feminism. 4 Units.**

During the past three decades, Jewish feminists have asked new questions of traditional rabbinic texts, Jewish law, history, and religious life and thought. Analysis of the legal and narrative texts, rituals, theology, and community to better understand contemporary Jewish life as influenced by feminism.  
Same as: JEWISHST 139

**FEMGEN 140A. Destroying Dichotomies: Exploring Multiple Sex, Gender, and Sexual Identities. 3-5 Units.**

This course is designed to broaden the student's awareness of the human experience by introducing scholarly debates about sex, gender and sexual identities and expressions. We will consider the socially constructed nature of sex, gender and sexuality and examine the history and community of those who identify as intersexual, transgender, homosexual, bisexual, asexual, pansexual and/or queer through texts, discussion, films, and class presentations.

**FEMGEN 140D. LGBT/Queer Life in the United States. 4-5 Units.**

An introductory course that explores LGBT/Queer social, cultural, and political history in the United States. By analyzing primary documents that range from personal accounts (private letters, autobiography, early LGBT magazines, and oral history interviews) to popular culture (postcards, art, political posters, lesbian pulp fiction, and film) to medical, military, and legal papers, students will understand how the categories of gender and sexuality have changed over the past 150 years. This class investigates the relationship among queer, straight and transgender identities. Seminar discussions will question how the intersections of race, class, gender, and sexuality influenced the construction of these categories.  
Same as: FEMGEN 240D, HISTORY 257C

**FEMGEN 140H. New Citizenship: Grassroots Movements for Social Justice in the U.S.. 5 Units.**

Focus is on the contributions of immigrants and communities of color to the meaning of citizenship in the U.S. Citizenship, more than only a legal status, is a dynamic cultural field in which people claim equal rights while demanding respect for differences. Academic studies of citizenship examined in dialogue with the theory and practice of activists and movements. Engagement with immigrant organizing and community-based research is a central emphasis.  
Same as: ANTHRO 169A, CHILATST 168, CSRE 168

**FEMGEN 141. Intersectionality and Social Movements: Gender, Race, Sexuality and Collective Organizing. 4 Units.**

This course explores U.S. social movements from an intersectional perspective. How is social movement emergence related to participants' identities and experiences with inequality? How are the dynamics, targets and tactics of mobilized participants related to race, class, gender, age and/or sexuality? How have social movement scholars addressed the intersectional nature of identity and community? Readings include empirical and theoretical social movement texts, and discussion topics include feminist and civil rights movements, queer/LGBT movements, Occupy Wall Street and Black Lives Matter.  
Same as: CSRE 141X

**FEMGEN 144. Women and Gender in Science, Medicine and Engineering. 5 Units.**

(Same as HISTORY 44. Majors and others taking 5 units, enroll in HISTORY 144.) Men's and women's roles in science, medicine, and engineering over the past 200 years with a focus on the present. What efforts are underway globally to transform research institutions so that both men's and women's careers can flourish? How have science and medicine studied and defined males and females? How can we harness the creative power of gender analysis to enhance knowledge and spark innovation?  
Same as: HISTORY 144

**FEMGEN 144F. Female Modernists: Women Writers in Paris Between the Wars. 5 Units.**

The course will focus on expatriate women writers - American and British - who lived and wrote in Paris between the wars. Among them: Edith Wharton, Gertrude Stein and Alice B. Toklas, H.D., Djuna Barnes, Margaret Anderson, Janet Flanner, Natalie Barney, Kay Boyle, Mina Loy, Romaine Brooks, Mary Butts, Radclyffe Hall, Colette, and Jean Rhys. A central theme will be Paris as a lure and inspiration for bohemian female modernists, and the various alternative and emancipatory literary communities they created.

**FEMGEN 144X. Transforming Self and Systems: Crossing Borders of Race, Nation, Gender, Sexuality, and Class. 5 Units.**

Exploration of crossing borders within ourselves, and between us and them, based on a belief that understanding the self leads to understanding others. How personal identity struggles have meaning beyond the individual, how self healing can lead to community healing, how the personal is political, and how artistic self expression based in self understanding can address social issues. The tensions of victimization and agency, contemplation and action, humanities and science, embracing knowledge that comes from the heart as well as the mind. Studies are founded in synergistic consciousness as movement toward meaning, balance, connectedness, and wholeness. Engaging these questions through group process, journaling, reading, drama, creative writing, and storytelling. Study is academic and self-reflective, with an emphasis on developing and presenting creative works in various media that express identity development across borders.

Same as: ASNAMST 144, CSRE 144

**FEMGEN 145. Culture Wars: Art and Social Conflict in the USA, 1890-1950. 4 Units.**

This course examines social conflicts and political controversies in American culture through the lens of visual art and photography. We consider how visual images both reflect and participate in the social and political life of the nation and how the terms of citizenship have been represented and, at times, contested by artists throughout the first half of the 20th century. The class explores the relation between American art and the body politic by focusing on issues of poverty, war, censorship, consumerism, class identity, and racial division.

Same as: AMSTUD 145M, ARTHIST 145, ARTHIST 345

**FEMGEN 148B. Islam and Human Rights in Theory and Practice. 3-5 Units.**

This course aims to explore various aspects of the contemporary debate over the compatibility of Islam with human rights. As a class, we will examine the contours of various human rights debates as they surface in the writings of Islamic thinkers, as well as emerge in Muslim societies today. What is/are Islamic conceptions of human rights? How is this discourse activated, used and challenged by people living in Muslim Societies? How do Islamic conceptions and articulations of human rights relate to western/universal, conceptions? Where do they intersect and diverge from one another?

Same as: ANTHRO 148B, CSRE 148B

**FEMGEN 149. Gender Violence: Critical Race, Feminist, and Queer Perspectives. 5 Units.**

This course examines the problem of domestic violence, sexual violence, and other forms of gender violence using critical race, legal, feminist, and queer theory. Readings reflect an interdisciplinary approach to understanding gender violence as it is understood in U.S. law, history, culture, and politics. We will explore foundational theories for why gender violence persists as well as its relationship to structural power along axes of race, gender, class, sexuality, and nation. This course will also consider feminist anti-violence social movements and debates within legal and philosophical approaches to gender violence.

**FEMGEN 150. Sex, Gender, and Power in Modern China. 3-5 Units.**

Investigates how sex, gender, and power are entwined in the Chinese experience of modernity. Topics include anti-footbinding campaigns, free love/free sex, women's mobilization in revolution and war, the new Marriage Law of 1950, Mao's iron girls, postsocialist celebrations of sensuality, and emergent queer politics. Readings range from feminist theory to China-focused historiography, ethnography, memoir, biography, fiction, essay, and film. All course materials are in English.

Same as: CHINA 115, CHINA 215, FEMGEN 250

**FEMGEN 150A. Minaret and Mahallah: Women and Islam in Central Asia. 3-5 Units.**

Introduction to women's culture and art in Muslim countries of Central Asia. Women, bearers of family rites and folklore, are the key figures in transmission of traditional culture and guardians of folk Islam. Women helped to keep the continuity of Islamic education in Central Asia during the harsh times of Communist dominance. The whole wealth of women's oral tradition will be demonstrated and examined to the extent possible. The course will make broad use of audio-visual materials.

Same as: ANTHRO 150A, REES 250A

**FEMGEN 150D. Women Poets. 5 Units.**

The development of women's poetry from the 17th to the 20th century. How these poets challenge and enhance the canon, amending and expanding ideas of tone, voice and craft, while revising societal expectations of the poet's identity. Poets include Katharine Philips, Letitia Barbauld, Elizabeth Barrett Browning, Charlotte Mew, Sylvia Plath, and Adrienne Rich.

Same as: ENGLISH 150D

**FEMGEN 150T. Transnational Sexualities. 4-5 Units.**

Transnational Sexualities is an inter-disciplinary course that considers the aesthetic, social, and political formation of sexual subjectivities in a global world. How does the transnational traffic of people, media, images, finance, and commodities shape the force-fields of desire? What is the relationship between political economies and libidinal economies?

The course will explore the erotics of race and religion, neoliberalism and globalization within a wide range geo-political contexts including Indonesia, China, Egypt, India, South Africa, US, among others.

Same as: CSRE 150T, FEMGEN 250T, TAPS 150T, TAPS 250T

**FEMGEN 152. 'Tis all in pieces: Space and Gender on the Threshold of the Modern World. 5 Units.**

These dramatic words, spoken by the British poet John Donne, signal the onset of the Early Modern world and the profound reconfigurations of space and related structures of thought, including conceptions of the self and the encoding of gender roles. We will explore the vibrant Early Modern world in the context of space and representations of gender, sexuality, and race as manifest in unprecedented literary and artistic forms, such as Shakespeare's *Othello*, Marlowe's *Doctor Faustus*, and the poetry of John Donne, the art of Michelangelo and Caravaggio as well as key historical and cultural texts. And we will visit the Cantor Arts Center (on campus) for a guided tour and lecture on art and perspective. We also will read and discuss selected texts from the modern world, such as Samuel Beckett's *Waiting for Godot* and poetry and commentary by Adrienne Rich, to study both changes and continuities with the Early Modern period. We will consider the vital cognitive role of the reader or viewer in the formation of particular instances of artistic form, including recent—and highly thought-provoking—material from the neurosciences and cognitive studies. Note: Instructor will consider changes in meeting times/days to accommodate student schedules if feasible. Please send request to: hbrooks@stanford.edu.

Same as: FEMGEN 252

**FEMGEN 153F. Performing Feeling. 4 Units.**

This course explores the intersections of performance and feeling through a wide geographical and historical range of theories, texts, and performances. We will examine how performance and feeling relate to one another by surveying a broad spectrum of performance and performance theory, with special attention to race, gender, and sexuality. These explorations will serve as grounds for richer understandings of performance as well as expanded artistic vocabularies in performing feeling.

Same as: CSRE 153F, TAPS 153F

**FEMGEN 153Q. Creating the Gendered Story. 4-5 Units.**

Exploration of novels, stories, memoirs and micro-narratives in which gender plays a major role. The texts are by writers of varied genders and sexual orientations as well as varied class, racial and national backgrounds. Written assignments present a mixture of academic and creative options.

**FEMGEN 154. Black Feminist Theory. 5 Units.**

This course will examine black feminist theoretical traditions, marking black women's analytic interventions into sexual and pleasure politics, reproduction, citizenship, power, violence, agency, art, representation, and questions of the body. Exploring concepts like intersectionality, matrices of violence, the politics of respectability, womanism, and other contours of a black feminist liberation politic, we will look to black feminist scholars, activists, and artists from the 19th century to today. Same as: AFRICAAM 154

**FEMGEN 154C. Shall We Dance? Social Dancing as Political Practice. 3-4 Units.**

This seminar investigates social dancing as a political practice, and the dance floor as a place where race, ethnicity, class status, and sexuality are formed and contested. While many students may be familiar with salsa, and can imagine how it produces particular kinds of Latin/a feminities, this course asks students to expand the notion of social dancing beyond partner-dancing spheres. Course materials will focus on dance practices from the late-nineteenth century to present-day, ranging from rural Louisiana dancehalls to NYC nightclubs to Iranian backyards. We will examine how dances become racially coded (e.g., what makes a dance black or Latin@?), and understand how categories such as gender, class, and regionality intersect with such racializations. Students will engage in a range of activities, including reading, viewing films, and participating in occasional movement workshops (no previous dance experience required). Each student's final project will require independent, sustained, ethnographic research in a social dance setting of choice (e.g., student dance club, yoga studio, aerobics class, or YouTube).

Same as: CSRE 154C, DANCE 154, TAPS 154C

**FEMGEN 154E. Black Feminist Epistemology and Analytics. 5 Units.**

Building from the foundational canon of black feminist theory and praxis, this seminar will explore more recent advances in black feminist epistemologies and modes of analysis. Students will engage black feminist conceptions of the human and the self; love and relationality in precarious conditions; speculative queer, sexual, and body politics; aesthetics and cultural theory; and contemporary proposals for radical freedom and social transformation. We will consider how black feminist theory not only engages, builds on, critiques, and transforms other schools of thought, but also produces its own systems of reason and interpretation.

Same as: AFRICAAM 139

**FEMGEN 155. The Changing American Family. 4 Units.**

Family change from historical, social, demographic, and legal perspectives. Extramarital cohabitation, divorce, later marriage, interracial marriage, and same-sex cohabitation. The emergence of same-sex marriage as a political issue. Are recent changes in the American family really as dramatic as they seem? Theories about what causes family systems to change.

Same as: FEMGEN 255, SOC 155, SOC 255

**FEMGEN 156. Happiness, Well-Being, Gender. 1-3 Unit.**

Exploring the meaning and attainment of psychological well-being and happiness, this course will address gender differences in well-being and approaches that can be used by all individuals to improve their state of happiness and well-being. Course literature will be drawn primarily from social, clinical, and positive psychology, but will be drawn from other disciplines as well. Students will actively engage with course material by critiquing studies, discussing research, and applying methods for improving well-being to their daily lives.

Same as: PSYCH 129

**FEMGEN 156H. Women and Medicine in US History: Women as Patients, Healers and Doctors. 5 Units.**

Women's bodies in sickness and health, and encounters with lay and professional healers from the 18th century to the present. Historical construction of thought about women's bodies and physical limitations; sexuality; birth control and abortion; childbirth; adulthood; and menopause and aging. Women as healers, including midwives, lay physicians, the medical profession, and nursing.

Same as: AMSTUD 156H, HISTORY 156G

**FEMGEN 156X. Language and Gender. 4 Units.**

The role of language in the construction of gender, the maintenance of the gender order, and social change. Field projects explore hypotheses about the interaction of language and gender. No knowledge of linguistics required.

Same as: LINGUIST 156

**FEMGEN 157. Language as Political Tool: Feminist and LGBTQ Movements and Impacts. 3-5 Units.**

How does a social or political movement gain traction? For example, how did 20th-century movements of the disenfranchised, such as the Civil Rights movement, LGBTQ movements, or feminist movements, gain a voice and eventually enact change? In the mediascape of today, where everyone with access to a computer could have a voice, how does a movement change the national conversation? How do written and verbal choices of the movements impact their success and outreach to supporters? In this course, students will write and revise their own arguments in order to best understand the rhetorical potential in these movements' choices and to consider how those rhetorical moves are incorporated into political discourse. We'll examine the role of rhetoric, the use of argument to persuade, in social movements working toward social justice, party platforms, and public policy.

Same as: AMSTUD 157X, FEMGEN 257

**FEMGEN 157P. Solidarity and Racial Justice. 4-5 Units.**

Is multiracial solidarity necessary to overcome oppression that disproportionately affects certain communities of color? What is frontline leadership and what role should people play if they are not part of frontline communities? In this course we will critically examine practices of solidarity and allyship in movements for collective liberation. Through analysis of historical and contemporary movements, as well as participation in movement work, we will see how movements have built multiracial solidarity to address issues that are important to the liberation of all. We will also see how racial justice intersects with other identities and issues. This course is for students that want to learn how to practice solidarity, whether to be better allies or to work more effectively with allies. There will be a community engaged learning option for this course. Students who choose to participate in this option will either work with Stanford's DGen Office or a community organization that is explicitly devoted to multiracial movement-building.

Same as: AFRICAAM 157P, AMSTUD 157P, CSRE 157P



**FEMGEN 158. Black Queer Theory. 5 Units.**

This course takes a multifaceted approach to black queer theory, not only taking up black theories of gender and queer sexuality, but queer theoretical interrogations of blackness and race. The course will also examine some of the important ways that black queer theory reads and is intersected with issues like affect, epistemology, space and geography, power and subjectivity, religion, economy, the body, and the law, asking questions like: How have scholars critiqued the very language of queer and the ways it works as a signifier of white marginality? What are the different spaces we can find queer black relationality, eroticism, and kinship? How do we negotiate issues like trans\*misogyny or tensions around gender and sexuality in the context of race? Throughout the course, students will become versed in foundational and emerging black queer theory as we engage scholars like Sharon Holland, Cathy Cohen, Hortense Spillers, Marlon B. Ross, Aliyyah Abdur-Rahman, Barbara Smith, Roderick Ferguson, Robert Reid-Pharr, E. Patrick Johnson, and many others. Students will also gain practice applying black queer theory as an interpretive lens for contemporary social issues and cultural production including film, music, art, and performance.

Same as: AFRICAAM 158

**FEMGEN 159. James Baldwin & Twentieth Century Literature. 5 Units.**

Black, gay and gifted, Baldwin was hailed as a "spokesman for the race", although he personally, and controversially, eschewed titles and classifications of all kinds. This course examines his classic novels and essays as well his exciting work across many lesser-examined domains - poetry, music, theatre, sermon, photo-text, children's literature, public media, comedy and artistic collaboration. Placing his work in context with other writers of the 20C (Faulkner, Wright, Morrison) and capitalizing on a resurgence of interest in the writer (NYC just dedicated a year of celebration of Baldwin and there are 2 new journals dedicated to study of Baldwin), the course seeks to capture the power and influence of Baldwin's work during the Civil Rights era as well as his relevance in the "post-race" transnational 21st century, when his prescient questioning of the boundaries of race, sex, love, leadership and country assume new urgency.

Same as: AFRICAAM 159, ENGLISH 159

**FEMGEN 160. Performance and History: Rethinking the Ballerina. 4 Units.**

The ballerina occupies a unique place in popular imagination as an object of over-determined femininity as well as an emblem of extreme physical accomplishment for the female dancer. This seminar is designed as an investigation into histories of the ballerina as an iconographic symbol and cultural reference point for challenges to political and gender ideals. Through readings, videos, discussions and viewings of live performances this class investigates pivotal works, artists and eras in the global histories of ballet from its origins as a symbol of patronage and power in the 15th century through to its radical experiments as a site of cultural obedience and disobedience in the 20th and 21st centuries.

Same as: DANCE 160, TAPS 160, TAPS 260

**FEMGEN 160M. Introduction to Representations of the Middle East in Dance, Performance, & Popular Culture. 3-4 Units.**

This course will introduce students to the ways in which the Middle East has been represented and performed by/in the 'West' through dance, performance, and popular culture in both historical and contemporary contexts. A brief look through today's media sources exposes a wide range of racialized and gendered representations of the Middle East that shape the way the world imagines the Middle East to be. As postcolonial theorist Edward Said explains, the framework we call Orientalism establishes the ontological character of the Orient and the Oriental as inherently 'Other'. Starting with 19th century colonialism and continuing into the post-9/11 era, this course will trace the Western production, circulation, and consumption of representations of the Middle East as 'Other' in relation to global geopolitics. We will further examine dance forms produced in mid-twentieth century Iran and Egypt, with particular attention to nation-state building and constructions of gender. Finally, we will examine artistic productions and practices from the Middle East and Middle Eastern diasporic communities that respond to colonialism, war, displacement, secularism, and Euro-American Empire. Using dance studies, postcolonial feminist, and critical race theoretical frameworks, we will consider the gender, racial, political, and cultural implications of selected performance works and practices in order to analyze how bodies produce meaning in dance, performance art, theater, film, photography, and new media. Students will engage in multiple modes of learning; the course will include lectures, engaged group discussions, viewing of live and recorded performance, embodied participation in dance practice, student oral presentations, and a variety of writing exercises. Course assignments will culminate in a final research project related to class themes and methods.

Same as: CSRE 160M, DANCE 160M, TAPS 160M

**FEMGEN 161. Women in Modern America. 4-5 Units.**

This course explores the transition from Victorian to modern womanhood in the U.S. from the 1890s to the end of the 20th century, including the experiences of Native, European, African, Mexican, and Asian American women. It asks how, when, and why the majority of American women become wage earners, gained full citizenship, and enacted political opportunities; how race- and class-specific ideals of womanhood changed in popular culture; and how women have redefined their reproductive and sexual relations.

Same as: AMSTUD 161, CSRE 162, HISTORY 161

**FEMGEN 163. Queer America. 4 Units.**

This class explores queer art, photography and politics in the United States since 1930. Our approach will be grounded in close attention to the history and visual representation of sexual minorities in particular historical moments and social contexts. We will consider the cultural and political effects of World War II, the Cold War, the civil rights movement, psychedelics, hippie culture and sexual liberation, lesbian separatism, the AIDS crisis, and marriage equality.

Same as: AMSTUD 163, ARTHIST 163

**FEMGEN 163D. Introduction to Dance and History: From Postwar to the Present. 4 Units.**

This course explores the cultural and historical unfolding of the genre of contemporary performance known as postmodern dance over the past six decades. It begins with the formative influence of the émigré Bauhaus artists of the 1930s, then the postwar experiments of the Beat artists in the 1950s, to Merce Cunningham, the Judson Dance Theatre, postmodern formalism, neo-expressionism, dance theatre and through to the global, spectacle-rich, cross-genre dance work of the early 21st century as the most recent extended legacy of this history. This course uses dance history to trace with special emphasis the effects of these visual art and movement experimentalists on gender representation and nationalist identity construction in the negotiation of boundaries between dance and life.

Same as: DANCE 163, TAPS 163, TAPS 263

**FEMGEN 164L. Introduction to American Theater: Queer Lives from Cushman to Kushner. 4 Units.**

This course introduces students to classics in American Theater from the nineteenth-century to the present. We will learn how to read and critique plays, to conduct research about actors, directors, and how to think about problems in theater history. The course includes some scene work. More specifically, we will address questions such as: how does the American theater intersect with "queer lives" on and off the stage? How can we understand theories of acting and performance in relation to concepts about the performance of gender/race/class/ and sexuality as they have been and are rehearsed in great American plays such as *A STREETCAR NAMED DESIRE*, *SUDDENLY LAST SUMMER*, *INTIMATE APPAREL*, *ANGELS IN AMERICA*, *A CHORUS LINE*, *WICKED* and more.

**FEMGEN 168. Writing for the Stage and Screen. 4 Units.**

This is a script analysis and film criticism course from the vantage point of the scriptwriter – both playwrights and screenplay writers. We will do comparative analysis of films that were adapted from plays and use published plays and/or student-authored plays to write original script adaptations. Students will also develop short video films based on a segment of such adaptations. May be repeated for credit.

**FEMGEN 172. Out of Place: (W)riting Home. 4 Units.**

A creative writing workshop; all genres. This course will introduce students to the fundamentals of a productive creative writing practice, including "the beginner's mind" (as founded in Eastern spiritual practices); and, an indigenous approach to "authenticity" in one's work and one's words. Through w(riting), one returns to the body of home-knowledges, languages, and geographies to uncover what is profoundly original in us as artists, writers and thinkers.

Same as: CSRE 172, TAPS 172, TAPS 272

**FEMGEN 177. Dramatic Writing: The Fundamentals. 4 Units.**

Course introduces students to the basic elements of playwriting and creative experimentation for the stage. Topics include: character development, conflict and plot construction, staging and setting, and play structure. Script analysis of works by contemporary playwrights may include: Marsha Norman, Patrick Shanley, August Wilson, Suzan-Lori Parks, Paula Vogel, Octavio Solis and others. Table readings of one-act length work required by quarter's end.

Same as: CSRE 177, TAPS 177, TAPS 277

**FEMGEN 179C. Chroniclers of Desire: Creative Non-Fiction Writing Workshop. 3-5 Units.**

This course emphasizes the study and practice of personal memoir writing and literary journalism. The class will explore those writings that contain a public and private story, navigating an intimate and institutional world. Student writers will serve as public chroniclers whose subjective point of view and experience attempt to provide a truth greater than what "the facts" can offer.

Same as: CSRE 179C, CSRE 279C, TAPS 279C

**FEMGEN 179G. Indigenous Identity in Diaspora: Women of Color Art Practice in América. 4 Units.**

This course is part of the core curriculum of the IDA emphasis in CSRE. This year it will focus on the art and art practice of women of color in the areas of literature, visual art and the performing arts. Through readings, screenings, on and off campus events, and visiting artists, the course will examine the aesthetics, cultural inquiries, and related politics of Indigenous-identified women artists (especially but not limited to Xicana, Northern Native and African American). Issues of gender and sexuality in relation to cultural identity are also integral to this exploration. Students will be required to produce a mid-term and final work, integrating the critical concepts of the course into creative projects.

Same as: CSRE 179G, CSRE 279G, NATIVEAM 179G, TAPS 179G, TAPS 279G

**FEMGEN 180A. Sex and Power. 5 Units.**

From hook-up culture to pornography and sex work and even Beyoncé's latest album, "Lemonade," our struggles with consent, betrayal, and violence evince collective confusions about the relationship between sex and power in our societies. A quick Google search for news articles on the topic reveals that we must communally brace ourselves, usually through a Public Service Announcement pun, Let's Talk About Sex, and then a warning, Talking about sex can be hard. Cultural and social analyses can help us un-brace ourselves and get closer to meaningfully, and respectfully, talking about how cultural difference and social hierarchies fuel, and our fueled by, ideologies about sex and sexuality. This course examines sex as a nexus of socio-cultural, economic, and political relations of power for individuals and groups across local and global and national and transnational boundaries. And because a lot of the difficulties in talking about sex entail difficulties about "seeing" sex, this class relies on visual culture and documentary filmmaking alongside ethnographies and theoretical scholarship.

Same as: ANTHRO 180A

**FEMGEN 181A. Gender in the Middle East: Iran, Turkey, and Egypt. 4 Units.**

This course explores the construction of gender in the Middle East. Drawing on the historical, sociological and anthropological research in the region, the course aims to question the stereotypes about the subordination of Muslim women and to offer students a systematic reading and analytical discussion of the political, economic and cultural structures that inform gender relations and practices in the region. The course starts with an examination of early Islam and religious sources with regard to women's status, then moves on to nationalist and modernization movements in the 19th and 20th centuries, and finally explores women's and men's lives in contemporary Egypt, Turkey and Iran. In this framework, we will pay special attention to Islamist mobilizations, family and sexual relations, as well as women's changing livelihoods and labor.

Same as: ANTHRO 181A

**FEMGEN 183. Re- Imagining American Borders. 5 Units.**

How novelists, filmmakers, and poets perceive racial, ethnic, gender, sexual orientation, and class borders in the context of a current volatile national discussion about the place of Americans both here and in the world. How Anna Deavere Smith, Sherman Alexie, Shailja Patel or Ta-Nehisi Coates consider redrawing such lines so that center and margin, or self and other, do not remain fixed and divided. How linguistic borderlines within multilingual literature by Caribbean, Arab, and Asian Americans function. Can Anzaldúa's 1986 conception of borderlands be constructed through the matrix of language, dreams, music, and cultural memories in these recent American narratives? Course includes creatively examining one's own identity.

Same as: AMSTUD 183, CSRE 183

**FEMGEN 188Q. Imagining Women: Writers in Print and in Person. 4-5 Units.**

Gender roles, gender relations and sexual identity explored in contemporary literature and conversation with guest authors. Weekly meetings designated for book discussion and meeting with authors. Interest in writing and a curiosity about diverse women's lives would be helpful to students. Students will use such tools as close reading, research, analysis and imagination. Seminar requires strong voice of all participants. Oral presentations, discussion papers, final projects.

Same as: CSRE 188Q

**FEMGEN 191Q. Writing Women's Lives. 2 Units.**

Creative writing through dialogue focusing on prose about the lives of women in different cultures and generations. Novels, short stories, and micro-narrative including fiction and memoir. Students produce work using research, memory, imagination, and metaphor.

**FEMGEN 193. Late Imperial China. 5 Units.**

(Same as HISTORY 93. History majors and others taking 5 units, register for 193.) A survey of Chinese history from the 11th century to the collapse of the imperial state in 1911. Topics include absolutism, gentry society, popular culture, gender and sexuality, steppe nomads, the Jesuits in China, peasant rebellion, ethnic conflict, opium, and the impact of Western imperialism.

Same as: CHINA 183, HISTORY 193

**FEMGEN 193G. Psychological Well-Being on Campus: A Focus on Gender and Sexual Identities. 1 Unit.**

This course examines mental health and psychological well-being across the spectrum of gender and sexual identities. It addresses the unique challenges that face LGBTQ-identified students, and provides tools for supporting peers as they navigate these challenges. Discussion topics include current conceptualizations of gender identity and sexual orientation, including sexual and gender fluidity; the intersection of queer identities with multiple identities such as ethnic/racial identity and faith/spirituality; unpacking stereotypes; queer relationships and sexuality, coming out and disclosure, and mental health issues.

Same as: EDUC 193G

**FEMGEN 195. Directed Reading. 1-15 Unit.**

May be repeated for credit. (Staff).

**FEMGEN 195X. Research in Feminist, Gender, & Sexuality Studies. 1-5 Unit.**

Independent research conducted under faculty or graduate student supervision. May be taken for a maximum of 3 quarters of credit.

**FEMGEN 199A. Feminist, Gender, and Sexuality Studies Honors Workshop. 2-3 Units.**

Required of seniors in the Feminist, Gender, and Sexuality Studies honors program. Participants share ongoing work on their honors theses. Prerequisite: consent of instructor.

**FEMGEN 199B. Feminist, Gender, and Sexuality Studies Honors Workshop. 2-3 Units.**

Required of seniors in the Feminist, Gender, and Sexuality Studies honors program. Participants share ongoing work on their honors theses. Prerequisite: consent of instructor.

**FEMGEN 199C. Feminist, Gender, and Sexuality Studies Honors Workshop. 2-3 Units.**

Required of seniors in the Feminist, Gender, and Sexuality Studies honors program. Participants share ongoing work on their honors theses. Prerequisite: consent of instructor.

**FEMGEN 203. Feminist Theories and Methods Across the Disciplines. 2-5 Units.**

(Graduate Students register for PHIL 253 or FEMGEN 203) Concepts and questions distinctive of feminist and LGBT scholarship and how they shape research: gender, intersectionality, disciplinarity and interdisciplinarity, standpoint, "queering," postmodern critiques, postcolonial critiques. Prerequisites: Feminist Studies 101 or equivalent with consent of instructor. NOTE: This course must be taken for a letter grade and a minimum of 3 units to be eligible for WAYS credit. The 2 unit option is for graduate students only.

Same as: FEMGEN 103, PHIL 153, PHIL 253

**FEMGEN 205. Songs of Love and War: Gender, Crusade, Politics. 3-5 Units.**

Analysis of medieval love, satirical and Crusade lyrics of the troubadours. Study of deictic address, corporeal subjectivity, the female voice, love debates, and the body as a figure of political conflict. Course readings include medieval treatises on lyric and modern translations of the troubadour tradition. Works by Ovid, Bernart de Ventadorn, Bertran de Born, La Comtesse de Dia, Thibaut de Champagne, Raimon Vidal, Dante, and Pound. Taught in English. Course includes a lab component for creation of multi-media translation projects: trobar. stanford.edu.

Same as: FRENCH 205

**FEMGEN 206. Global Medical Issues Affecting Women. 1 Unit.**

This course probes the principal issues affecting women and girls medically around the world. Through interactive discussions, guest lectures, case studies, and academic readings, students become acquainted with the most critical challenges to women's health globally, and use selected analytical tools to assess how these may be addressed efficiently, cost-effectively, and sustainably. Topics include women's cancer, birth control, infertility, female genital mutilation, midwifery, obstetric fistula, breastfeeding, violence against women, and women's representation in biomedical research. The aim is to cultivate in students a nuanced appreciation of women's unique needs, roles, and challenges in the contemporary global health landscape.

Same as: SOMGEN 206

**FEMGEN 208B. Women Activists' Response to War. 4-5 Units.**

Theoretical issues, historical origins, changing forms of women's activism in response to war throughout the 20th century, and contemporary cases, such as the Russian Committee of Soldiers Mothers, Bosnian Mothers of Srebrenica, Serbian Women in Black, and the American Cindy Sheehan. Focus is on the U.S. and Eastern Europe, with attention to Israel, England, and Argentina.

Same as: HISTORY 208B, HISTORY 308B

**FEMGEN 209. Looking Back, Moving Forward: Raising Critical Awareness in Gender and Sports. 3 Units.**

In 1972, Title IX legislation opened up a vast range of opportunities for women in sports. Since then, women's sports have continued to grow yet the fight for recognition and equality persists. Simply put, men's sports are more popular than women's—so much so, in fact, that people often make the hierarchical distinction between "sports" and "women's sports." But what would it take to get more women's sports featured on ESPN or more female athletes on the cover of Sports Illustrated? And, given the well-documented corruption at the highest levels of men's sports, should such an ascent in popularity be the goal for women's sports? This course will map out and respond to the multifaceted issues that emerge when women enter the sports world. Throughout the quarter, we will explore the fight for gender equality in sports through historical, cultural, and rhetorical lenses.

Same as: FEMGEN 109

**FEMGEN 210J. Romance, Desire, and Sexuality in Modern Japanese Literature. 3-4 Units.**

This class is structured around three motifs: love suicide (as a romantic ideal), female desire, and same-sex sexuality. Over the course of the quarter we will look at how these motifs are treated in the art and entertainment from three different moments of Japanese history: the Edo period (1615-1868), the modern period (1920-65), and the contemporary period (1965-present). We will start by focusing on the most traditional representations of these topics. Subsequently, we will consider how later artists and entertainers revisited the conventional treatments of these motifs, informing them with new meanings and social significance. We will devote particular attention to how this material comments upon issues of gender, sexuality, and human relationships in the context of Japan. Informing our perspective will be feminist and queer theories of reading and interpretation.

Same as: FEMGEN 110J, JAPAN 110, JAPAN 210

**FEMGEN 212. "When We Dead Awaken": Breakthroughs in Conceptions of the Gendered Self in Literature and the Arts. 4-5 Units.**

Remarkable breakthroughs in conceptions of the gendered self are everywhere evident in literature and the arts, beginning primarily with the Early Modern world and continuing into today. Many of these works inhere in innovations in literary and artistic forms in order to capture and even evoke the strong cognitive, or psychological, dimension of such awakenings. The reader, or viewer, is often challenged to adapt her or his mind to new forms of thought, such as John Donne's seventeenth century creation of the Dramatic Monologue, a form popular with modern writers, which requires the reader's cognitive presence in order to fill out the dramatic scene. In so doing, the reader often supplies the presence of the female voice and thereby enters into her self-consciousness and inner thoughts. Adrienne Rich, for example, specifically rewrites one of Donne's major poems from the female perspective. This can be, in Rich's words, an awakening for the active reader, as he or she assumes that often-unspoken female perspective. The course will also explore male conceptions of the self and how such conceptions are often grounded in cultural attitudes imposed on male subjects, which can contribute to gender-bias toward women, a subject often neglected in exploring gendered attitudes, but which is now gaining more study, for example, in Shakespeare's *Othello*. Readings from recent developments in the neurosciences and cognitive studies will be included in our study of artistic forms and how such forms can activate particular mindsets. Writers and artists will include Shakespeare, Michelangelo, John Donne, Virginia Woolf, Adrienne Rich, Gertrude Stein, Picasso, June Wayne, and Edward Albee's 1960's play, *Who's Afraid of Virginia Woolf?*.

Same as: ENGLISH 182J, FEMGEN 112

**FEMGEN 212X. Knights, Monks, and Nobles: Masculinity in the Middle Ages. 4-5 Units.**

This course considers masculinity as historically and culturally contingent, focusing on the experiences and representations of medieval men as heroes, eunuchs, fathers, priests, husbands, boys, and fighting men. Recognizing that the lives of men, like those of women, were governed by gendered rules and expectations, we will explore a wide range of medieval masculinities, paying close attention to the processes by which manhood could be achieved (e.g. martial, spiritual, sexual), and to competing versions of manliness, from the warrior hero of the early middle ages to the suffering Christ of late medieval religion.

Same as: FEMGEN 312, HISTORY 212, HISTORY 312, RELIGST 212X, RELIGST 312X

**FEMGEN 213. Transgender Studies. 3-4 Units.**

Transgender and gender-expansive identities are the subject of growing attention and (often sensationalist) interest in the media as well as in the healthcare field, yet there exists a dearth of legitimate academic courses, research and writing that reflect and explore gender identity and expression as a fluid spectrum rather than a fixed binary. This course will address transgender and gender expansive identities from historical, medical, literary, developmental and sociopolitical perspectives.

Same as: FEMGEN 113

**FEMGEN 214. Sexual Diversity and Health. 1 Unit.**

Explores multiple aspects of sexual diversity and health, including: kink/BDSM, polyamory, trans\* sexuality, asexuality, high-risk sex, inter-sexuality, questioning gender and sexual binaries, and more. The format includes a one-day conference featuring a variety of expert speakers covering different aspects of sexual diversity and health, followed by a debriefing and discussion session to integrate what has been heard and learned.

Same as: FEMGEN 114

**FEMGEN 214A. Wilde's Worlds: Oscar Wilde in an International Context. 2-5 Units.**

Introduction to Oscar Wilde's major works and their reception history in various international and transnational contexts from the 1890s to today, in conjunction with Wilde's iconic importance for LGBTQ history and rights: from Wilde's own love for Greece, Rome, and Japanese art, to his erotic and aesthetic networks in Paris; from international adaptations of *The Picture of Dorian Gray*, *Salomé*, *The Importance of Being Earnest*, and *De Profundis* across Europe, Asia, and the U.S.; to Wilde's vibrant afterlife in global cinema, the visual and performing arts, and popular culture today.

Same as: COMPLIT 214A

**FEMGEN 215. Saints and Sinners: Women and Religion in the Medieval World. 5 Units.**

Although the Apostle Paul taught that "There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus" (Gal. 3:28), men and women experienced medieval Christianity in ways that were often vastly different. In this course we examine the religious experiences of women from the origins of Christianity through to the end of the medieval period, with particular attention paid to female prophets and religious authority, saints and martyrs, sexuality and virginity, literacy and education within the cloister, mysticism, relations between religious women and men, and the relevance of gender in the religious life – especially as gender intersected with fears of heresy, sin, and embodiment.

Same as: HISTORY 215, HISTORY 315A, RELIGST 215X

**FEMGEN 216. Women and the Book: Scribes, Artists, and Readers from Late Antiquity through the Fourteenth Century. 4-5 Units.**

This course examines the cultural worlds of medieval women through particular attention to the books that they owned, commissioned, and created. Beginning with the earliest Christian centuries, the course proceeds chronologically, charting women's book ownership, scribal and artistic activity, and patronage from Late Antiquity through the fourteenth century. In addition to examining specific manuscripts (in facsimile, or digitally), we will consider ancillary questions to do with women's authorship, education and literacy, reading patterns, devotional practices, and visual traditions and representation.

Same as: ARTHIST 206H, HISTORY 216, HISTORY 316

**FEMGEN 216X. Narrating Queer Trauma. 4-5 Units.**

Psychiatrist Dori Laub has argued that the process of narrating trauma is essential to the healing process. Not only is telling the story important, but it is also crucial to have someone else bear witness to the narrative. But how do people even begin to narrate stories of violence and pain, and how do we become good listeners? How are these stories told and heard in the specific context of queer world making? This course will explore narratives of trauma in queer lives through literature, film, media, and performance in conjunction with trauma theory and psychoanalysis. We will pay specific attention to questions of community, healing, violence, and affect at the intersections of queerness and race, sex, disability, class, gender, and nationality.

Same as: FEMGEN 116

**FEMGEN 221B. The 'Woman Question' in Modern Russia. 5 Units.**

Russian radicals believed that the status of women provided the measure of freedom in a society and argued for the extension of rights to women as a basic principle of social progress. The social status and cultural representations of Russian women from the mid-19th century to the present. The arguments and actions of those who fought for women's emancipation in the 19th century, theories and policies of the Bolsheviks, and the reality of women's lives under them. How the status of women today reflects on the measure of freedom in post-Communist Russia.

Same as: HISTORY 221B



**FEMGEN 223X. The Politics of Gender in the United States. 5 Units.**

Gender is one of the most recognizable and important identities in daily life. Yet it has been paid scant attention by political scientists in terms of its role on access to political power, opinion formation, group identity politics, election outcomes, and political representation. This class provides a survey of the literature on gender in American politics. We begin with the interdisciplinary research on the social construction of gender to understand what gender is and is not. Throughout the course we will use these theories to analyze and critique the approaches of quantitative research on gender politics.

Same as: POLISCI 223

**FEMGEN 224. Challenging Sex and Gender Dichotomies in Medicine. 1 Unit.**

Explores and challenges the traditional physiological bases for distinguishing human males from females, as well as the psychosocial factors that play a role in experiencing and expressing gender and sexuality. Topics include the influence of sociocultural (gender) norms and behaviors on human biology, the interactions of sex and gender on medical outcomes, the importance of understanding the spectrum of sex, gender, and sexuality in clinical practice.

Same as: FEMGEN 124, SOMGEN 257

**FEMGEN 226A. Queer Literature and Film. 3-5 Units.**

Close analysis of major works of LGBTQ literature, film, and visual art from the 1890s to today. Students will gain deeper knowledge and appreciation of historical and contemporary forms of queer representation in various national literatures, film, and visual art; understand relevant social and political debates; and gain a basic knowledge of feminist and queer theory. Course will include an optional online component to reach out to the public (class website [queerlitfilm.wordpress.com](http://queerlitfilm.wordpress.com), social media).

Same as: COMPLIT 226A

**FEMGEN 227. East European Women and War in the 20th Century. 4-5 Units.**

Thematic chronological approach through conflicts in the region: Balkan Wars, WWI, WWII, and Yugoslav wars. Ways women in E. Europe involved in and affected by wars; comparison with women in W. Europe in the two world wars. Examines women's involvement in war as members of military services, backbone of underground movements, workers in war industries, mothers of soldiers, subjects and supporters of war aims and propaganda, activists in peace movements, and objects of wartime destruction, dislocation, and sexual violation.

Same as: HISTORY 227, HISTORY 327

**FEMGEN 230. Sexual Function and Diversity in Medical Disciplines. 2-3 Units.**

(Same as FEMGEN 230). Focus is on development of personal and professional skills to interact with people across the diverse range of human sexuality, from childhood (pediatric) to older ages (geriatric), with consideration of gender identity, sexual orientation, sociocultural (predominantly U.S., not global) and religious values, and selected medical issues (e.g. hormonal therapy, disabilities, e.g. spinal cord injury, etc. with discussion of sexual taboos and unusual sexual practices that you might encounter in a general medical setting. For the additional unit, students will undertake an additional weekly activity (e.g., shadowing in a clinic) approved by the instructor and submit a weekly written reflection about that activity.

Same as: SOMGEN 230

**FEMGEN 230X. Sexual Diversity and Function Across Medical Disciplines. 2-3 Units.**

(Same as SOMGEN 230/FEMGEN 230). Focus is on development of personal and professional skills to interact with people across the diverse range of human sexuality, from childhood (pediatric) to older ages (geriatric), with consideration of gender identity, sexual orientation, sociocultural (predominantly U.S., not global) and religious values, and selected medical issues (e.g. hormonal therapy, disabilities, e.g. spinal cord injury, etc. with discussion of sexual taboos and unusual sexual practices that you might encounter in a general medical setting. For the additional unit, students will undertake an additional weekly activity (e.g., shadowing in a clinic) approved by the instructor and submit a weekly written reflection about that activity.

Same as: SOMGEN 130

**FEMGEN 235A. The Queer Literature and Arts Salon, 1870s-1930s. 2-5 Units.**

Study of the vibrant 1870s-1930s European salon culture in Paris, London, Berlin, and Vienna, focusing on the crucial roles of queer writers, artists, composers, performers, and their aesthetic and erotic networks, which inspired important artistic alliances, collaborations, and avant-garde experimentations. Course addresses such figures as Wilde, Rachilde, Stein, Barney, Romaine Brooks, Winnaretta Singer, Stravinsky, Diaghilev, Marie-Laure de Noailles, Poulenc, Ravel, Man Ray, Cocteau; movements like the Ballets Russes, Art Nouveau, the Munich and Vienna Secession movements, Surrealism, Art Deco, etc. Assignments may include digital arts salon project (no technical prerequisites) and/or outreach to community organizations.

Same as: COMPLIT 235A

**FEMGEN 236. Literature and Transgression. 3-5 Units.**

Close reading and analysis of erotic-sexual and aesthetic-stylistic transgression in selected works by such authors as Baudelaire, Wilde, Flaubert, Rachilde, Schnitzler, Kafka, Joyce, Barnes, Eliot, Bataille, Burroughs, Thomas Mann, Kathy Acker, as well as in recent digital literature and online communities. Along with understanding the changing cultural, social, and political contexts of what constitutes "transgression" or censorship, students will gain knowledge of influential theories of transgression and conceptual limits by Foucault, Blanchot, and contemporary queer and feminist writers.

Same as: COMPLIT 236

**FEMGEN 237. Health and Medical Impact of Sexual Assault across the Lifecourse. 1-3 Unit.**

An overview of the acute and chronic physical and psychological health impact of sexual abuse through the perspective of survivors of childhood, adolescent, young and middle adult, and elder abuse, including special populations such as pregnant women, military and veterans, prison inmates, individuals with mental or physical impairments. Also addresses: race/ethnicity, gender identity, sexual orientation, and other demographic and societal factors, including issues specific to college culture. Professionals with expertise in sexual assault present behavioral and prevention efforts such as bystander intervention training, medical screening, counseling and other interventions to manage the emotional trauma of abuse. Undergraduates must enroll for 3 units. Medical and graduate students may enroll for 1 to 3 units.

Same as: SOMGEN 237

**FEMGEN 238. Men's Violence Against Women in Literature: A Critical and Social Analysis. 4-5 Units.**

Literature, as a social and cultural product of its time, can inform and deepen our understanding of oppression. Using literature as a vehicle, this course will explore the impact of and responses to men's violence against women. Students will critically assess how the author has portrayed the topic of sexual assault and relationship abuse, how the characters and/or author exhibits victim blaming, and, if the characters were living today, would current policies adequately hold the perpetrator responsible, provide safety and justice for the survivor, and challenge rape culture. In dialogue with theoretical texts, we will analyze the literary representations of patriarchy that inform societal acceptance of gender-based violence, identify the historical prevalence of victim blaming and impunity in these works, and assess the implications on policy making at the individual, community and political level. Students will critically examine literature including Shakespeare's *Taming of the Shrew*, Thomas Hardy's *Tess of the D'Urbervilles*, Zora Neale Hurston's *Their Eyes Were Watching God*, Louise Erdrich's *The Round House* and Joyce Carol Oates' *We Were the Mulvaney's*.

Same as: FEMGEN 138

**FEMGEN 239. Queer Theory. 1-5 Unit.**

Do we really need a theory in order to be queer? Queer Theory emerged in response to feminist thought, and the study of the history of sexuality, building on their insights, but also uncovering their blind spots. Without Queer Theory, few of the discourses around desire, power and gender identity that we take for granted on college campuses today would exist. Yet there is also a real risk that reality has left the theory behind. In this course, we will try to answer the question: What do we need queer theory for? Do we still need it? And if so, of what kind? The course is designed to introduce students to core texts of queer theory, and to connect them to current debates, be this around trans rights, the representation of homosexuality or the fight against campus sexual assault.

Same as: GERMAN 239

**FEMGEN 240D. LGBT/Queer Life in the United States. 4-5 Units.**

An introductory course that explores LGBT/Queer social, cultural, and political history in the United States. By analyzing primary documents that range from personal accounts (private letters, autobiography, early LGBT magazines, and oral history interviews) to popular culture (postcards, art, political posters, lesbian pulp fiction, and film) to medical, military, and legal papers, students will understand how the categories of gender and sexuality have changed over the past 150 years. This class investigates the relationship among queer, straight and transgender identities. Seminar discussions will question how the intersections of race, class, gender, and sexuality influenced the construction of these categories.

Same as: FEMGEN 140D, HISTORY 257C

**FEMGEN 241. Sex and Gender in Human Physiology and Disease. 2-3 Units.**

(HumBio students must enroll in HumBio 140.) Chromosomal, hormonal and environmental influences that lead to male and female reproductive systems and neuroendocrine regulation and intersex variants. Masculinizing and feminizing effects of endogenous and exogenous sex hormones and other factors, in particular gender, on the musculoskeletal, neurological, cardiovascular, immunological and other systems and tissues, e.g. adipose, skin, etc. over the lifecourse, from conception to puberty, through reproductive phases (including changes during the menstrual cycle up to and beyond menopause in women, and with aging in both sexes). Transgender health issues. Guest lecturers. Prerequisite: Human Biology core or equivalent, or consent of instructor. HUMBIO students must enroll for 3 units.

Same as: HUMBIO 140, MED 240

**FEMGEN 241W. Eighteenth-Century Women Writers. 5 Units.**

The course will deal with a number of eighteenth-century English women writers—primarily novelists, but also poets, critics and playwrights. Authors to be studied in depth will include both relatively well-known writers such as Behn and Wollstonecraft, and lesser-known authors such as Sarah Scott, Elizabeth Inchbald and Anna Seward. Considerable attention will be paid to recent feminist scholarship on eighteenth-century women's writing, generic issues and the question of a "women's literary tradition," the material conditions of female authorship in the period, and the history of the eighteenth-century literary marketplace.

**FEMGEN 250. Sex, Gender, and Power in Modern China. 3-5 Units.**

Investigates how sex, gender, and power are entwined in the Chinese experience of modernity. Topics include anti-footbinding campaigns, free love/free sex, women's mobilization in revolution and war, the new Marriage Law of 1950, Mao's iron girls, postsocialist celebrations of sensuality, and emergent queer politics. Readings range from feminist theory to China-focused historiography, ethnography, memoir, biography, fiction, essay, and film. All course materials are in English.

Same as: CHINA 115, CHINA 215, FEMGEN 150

**FEMGEN 250T. Transnational Sexualities. 4-5 Units.**

Transnational Sexualities is an inter-disciplinary course that considers the aesthetic, social, and political formation of sexual subjectivities in a global world. How does the transnational traffic of people, media, images, finance, and commodities shape the force-fields of desire? What is the relationship between political economies and libidinal economies? The course will explore the erotics of race and religion, neoliberalism and globalization within a wide range geo-political contexts including Indonesia, China, Egypt, India, South Africa, US, among others.

Same as: CSRE 150T, FEMGEN 150T, TAPS 150T, TAPS 250T

**FEMGEN 252. 'Tis all in pieces: Space and Gender on the Threshold of the Modern World. 5 Units.**

These dramatic words, spoken by the British poet John Donne, signal the onset of the Early Modern world and the profound reconfigurations of space and related structures of thought, including conceptions of the self and the encoding of gender roles. We will explore the vibrant Early Modern world in the context of space and representations of gender, sexuality, and race as manifest in unprecedented literary and artistic forms, such as Shakespeare's *Othello*, Marlowe's *Doctor Faustus*, the poetry of John Donne, the art of Michelangelo and Caravaggio as well as key historical and cultural texts. And we will visit the Cantor Arts Center (on campus) for a guided tour and lecture on art and perspective. We also will read and discuss selected texts from the modern world, such as Samuel Beckett's *Waiting for Godot* and poetry and commentary by Adrienne Rich, to study both changes and continuities with the Early Modern period. We will consider the vital cognitive role of the reader or viewer in the formation of particular instances of artistic form, including recent—and highly thought-provoking—material from the neurosciences and cognitive studies. Note: Instructor will consider changes in meeting times/days to accommodate student schedules if feasible. Please send request to: hbrooks@stanford.edu.

Same as: FEMGEN 152

**FEMGEN 255. The Changing American Family. 4 Units.**

Family change from historical, social, demographic, and legal perspectives. Extramarital cohabitation, divorce, later marriage, interracial marriage, and same-sex cohabitation. The emergence of same-sex marriage as a political issue. Are recent changes in the American family really as dramatic as they seem? Theories about what causes family systems to change.

Same as: FEMGEN 155, SOC 155, SOC 255

**FEMGEN 256. Current Topics and Controversies in Women's Health. 2-3 Units.**

Interdisciplinary. Focus is primarily on the U.S., with selected global women's health topics. Topics include: leading causes of morbidity and mortality across the life course; reproductive (e.g. gynecologic & obstetric) health issues; sexual function; importance of lifestyle (e.g. diet, exercise, weight control), including eating disorders; mental health; sexual and relationship abuse; issues for special populations. In-class Student Debates on key controversies in women's health. Guest lecturers. HUMBIO students must enroll in HumBio 125 for 3 units. PhD minor in FGSS, enroll in FEMGEN 256 for 2 - 3 units and for a letter grade. Med students enroll in OBGYN 256 for 2 units.  
Same as: HUMBIO 125, OBGYN 256

**FEMGEN 257. Language as Political Tool: Feminist and LGBTQ Movements and Impacts. 3-5 Units.**

How does a social or political movement gain traction? For example, how did 20th-century movements of the disenfranchised, such as the Civil Rights movement, LGBTQ movements, or feminist movements, gain a voice and eventually enact change? In the mediascape of today, where everyone with access to a computer could have a voice, how does a movement change the national conversation? How do written and verbal choices of the movements impact their success and outreach to supporters? In this course, students will write and revise their own arguments in order to best understand the rhetorical potential in these movements; choices and to consider how those rhetorical moves are incorporated into political discourse. We'll examine the role of rhetoric, the use of argument to persuade, in social movements working toward social justice, party platforms, and public policy.  
Same as: AMSTUD 157X, FEMGEN 157

**FEMGEN 258. Sexual Violence in America. 4-5 Units.**

This undergraduate/graduate colloquium explores the history of sexual violence in America, with particular attention to the intersections of gender and race in the construction of rape. We discuss the changing definitions of sexual violence in law and in cultural representations from early settlement through the late-twentieth century, including slavery, wartime and prison rape, the history of lynching and anti-lynching movements, and feminist responses to sexual violence. In addition to introducing students to the literature on sexual violence, the course attempts to teach critical skills in the analysis of secondary and primary historical texts. Students write short weekly reading responses and a final paper; no final exam; fifth unit research or CEL options. nLimited enrollment, permission of instructor required. Submit application form (available in course syllabus or History department main office, 200-113) by November 15, 2016 and indicate interest in CEL option. Priority admission to History, FGSS, CSRE, AFRICAAM, and AMSTUD declared majors and minors. (Cardinal Course certified by the Haas Center).  
Same as: AFRICAAM 192, AMSTUD 258, CSRE 192E, FEMGEN 358, HISTORY 258, HISTORY 358

**FEMGEN 260. Disability, Gender, and Identity: Women's Personal Experiences. 5 Units.**

This course explores visible and invisible disabilities, focusing on issues of gender and identity in the personal experiences of women. The course emphasizes psychological as well as physical health, the diversity of disability experiences, self-labeling, caretaking, stigma and passing, and social and political aspects. Disabilities covered include blindness, multiple sclerosis, diabetes, arthritis, emotional and learning disabilities, and conditions requiring wheelchairs and other forms of assistance. The readings draw from the disability studies literature and emphasize women's personal narratives in sociological perspective. Note: Instructor Consent Required.  
Same as: AMSTUD 260, FEMGEN 360

**FEMGEN 260X. Journeys in Women's Health and Sex and Gender in Medicine. 1 Unit.**

Sponsored by the Stanford WSDM Center. Course focuses on health research on women and sex differences in medicine, acknowledges the "wisdom" of research and education on sex (e.g. chromosomes, gonads, gonadal hormones) and gender (sociocultural) factors influencing health. Brings alumni to share their professional journeys in the world of Women and Sex Differences in Medicine. Meets Women's Health Scholarly Concentration Requirement.  
Same as: INDE 260

**FEMGEN 272E. Theories of Citizenship and Sovereignty in a Transnational Context. 4-5 Units.**

This course explores the multiple meanings of citizenship and the ways in which they change when examined using different geographic scales (from the local to the transnational). The course will pair theoretical readings on citizenship with case studies that focus on North America. Topics include: definitions of citizenship; the interrelation of ideas of citizenship with those of race, ethnicity, gender, and sexuality; the relationship between sovereignty and territoriality; human and civil rights; and immigration.  
Same as: AMSTUD 272E, CHILATST 172, CSRE 172H, HISTORY 272E, HISTORY 372E

**FEMGEN 282. Queer Film. 3-5 Units.**

Analysis of representations of queer lives in films from the Spanish-speaking world (including the U.S.). We will be looking at the meaning each film produces about a wide variety of queer experience, in relation to a specific national, historical and cultural context. We will also practice doing close readings of how each film produces meaning about queer experience, focusing on the formal features mise-en-scene, cinematography, sound, editing, narrative and style.  
Same as: ILAC 282

**FEMGEN 293B. Queer History in Comparative Perspective. 4-5 Units.**

Comparative history of homoerotic desire, relations, and identity through scholarship on different historical periods and parts of the world: the classical Mediterranean, early modern European cities, late imperial and modern China, Tokugawa and modern Japan, and the U.S.  
Same as: FEMGEN 393B, HISTORY 293B, HISTORY 393B

**FEMGEN 297. Education, Gender, and Development. 4 Units.**

Theories and perspectives from the social sciences relevant to the role of education in changing, modifying, or reproducing structures of gender differentiation and hierarchy. Cross-national research on the status of girls and women and the role of development organizations and processes.  
Same as: EDUC 197, SOC 134

**FEMGEN 299. Graduate Workshop: Feminist, Gender, and Sexuality Studies. 1-3 Unit.**

Theory, methods, and research in feminist, gender, and sexuality studies, through presentations of ongoing work by students, faculty, and guest speakers, and discussion of recent literature and controversies, feminist pedagogy and career development issues. Restricted to doctoral students. Repeatable for credit. Required for PhD Minors in Feminist, Gender, and Sexuality Studies (3 quarters min.).

**FEMGEN 310X. Introduction to Comparative Queer Literary Studies. 3-5 Units.**

Introduction to the comparative literary study of important gay, lesbian, queer, bisexual, and transgender writers and their changing social, political, and cultural contexts from the 1880s to today: Oscar Wilde, Rachilde, Radclyffe Hall, Djuna Barnes, James Baldwin, Jean Genet, Audre Lorde, Cherrie Moraga, Jeanette Winterson, Alison Bechdel and others, discussed in the context of 20th-century feminist and queer literary and social theories of gender and sexuality.  
Same as: COMPLIT 110, COMPLIT 310, FEMGEN 110X

**FEMGEN 311C. Expanding Engineering Limits: Culture, Diversity, and Gender. 2 Units.**

This course investigates how culture, diversity, and gender shape who becomes an engineer, what problems get solved, and the quality of designs, technology, and products. We first examine the characteristics of engineering cultures ##what are the interactions, symbols and ideas, and practices that define engineering? We then investigate how gender and other markers of diverse identities are interdependent and culturally constructed, how gender and diversity are experienced in engineering cultures, and how these experiences have consequence for engineering innovation and the engineering profession. Finally, we analyze examples of cultural change in engineering and implications for engineering knowledge and practice. The course involves weekly presentations by distinguished scholars and engineers, readings, short writing assignments, small-group discussion, and exercises around one##s own experiences in and related to engineering. There will be a companion project offered in Spring 2017 as optional independent study. Same as: ENGR 311C

**FEMGEN 312. Knights, Monks, and Nobles: Masculinity in the Middle Ages. 4-5 Units.**

This course considers masculinity as historically and culturally contingent, focusing on the experiences and representations of medieval men as heroes, eunuchs, fathers, priests, husbands, boys, and fighting men. Recognizing that the lives of men, like those of women, were governed by gendered rules and expectations, we will explore a wide range of medieval masculinities, paying close attention to the processes by which manhood could be achieved (e.g. martial, spiritual, sexual), and to competing versions of manliness, from the warrior hero of the early middle ages to the suffering Christ of late medieval religion.

Same as: FEMGEN 212X, HISTORY 212, HISTORY 312, RELIGST 212X, RELIGST 312X

**FEMGEN 313. Performance and Performativity. 1-4 Unit.**

Performance theory through topics including: affect/trauma, embodiment, empathy, theatricality/performativity, specularity/visibility, liveness/disappearance, belonging/abjection, and utopias and dystopias. Readings from Schechner, Phelan, Austin, Butler, Conquergood, Roach, Schneider, Silverman, Caruth, Fanon, Moten, Anzaldúa, Agamben, Freud, and Lacan. May be repeated for credit.

Same as: ENGLISH 313, TAPS 313

**FEMGEN 314. Performing Identities. 4 Units.**

This course examines claims and counter-claims of identity, a heated political and cultural concept over the past few decades. We will consider the ways in which theories of performance have offered generative discursive frameworks for the study of identities, variously shaped by vectors of race, gender, sexuality, religion, class, nation, ethnicity, among others. How is identity as a social category different from identity as a unique and personal attribute of selfhood? Throughout the course we will focus on the inter-locking ways in which certain dimensions of identity become salient at particular historical conjunctures. In addition, we will consider the complex discourses of identity within transnational and historical frameworks. Readings include Robin Bernstein, Ann Pellegrini, Tavia Nyong'o, Jose Munoz, Michael Taussig, Wendy Brown, Talal Asad, Jasbir Puar, among others.

Same as: CSRE 314, TAPS 314

**FEMGEN 344F. Beyond Pink and Blue: Gender in Tech. 4-5 Units.**

This d-school seminar prototypes concepts and methods for "inclusive" design. From the moment we arrive on the planet, gender shapes our perception of the world. Examples of products (including objects, services, and systems) gone awry will serve as prompts for design activities, challenges, and discussions on gender issues to illustrate the different needs of women, men, and gender-fluid people. Class sessions mix use case explorations with design methodology, design thinking abilities, and guest speakers from technology, design, and academia. Students will be asked to work in interdisciplinary teams on several design challenges, culminating in the development of a toolkit for inclusive design. Methods will interact in crucial ways to create "intersectional thinking" (i.e., to consider how gender, ethnicity, sexuality, socio-economic status, etc. work together to require new solutions in design). Topics include: algorithms, media, seat belts for pregnant women, robotics, assistive technologies, tech for developing worlds, video games, urban/rural design, software development, and many more. Same as: HISTORY 244F, HISTORY 344F

**FEMGEN 358. Sexual Violence in America. 4-5 Units.**

This undergraduate/graduate colloquium explores the history of sexual violence in America, with particular attention to the intersections of gender and race in the construction of rape. We discuss the changing definitions of sexual violence in law and in cultural representations from early settlement through the late-twentieth century, including slavery, wartime and prison rape, the history of lynching and anti-lynching movements, and feminist responses to sexual violence. In addition to introducing students to the literature on sexual violence, the course attempts to teach critical skills in the analysis of secondary and primary historical texts. Students write short weekly reading responses and a final paper; no final exam; fifth unit research or CEL options. Limited enrollment, permission of instructor required. Submit application form (available in course syllabus or History department main office, 200-113) by November 15, 2016 and indicate interest in CEL option. Priority admission to History, FGSS, CSRE, AFRICAAM, and AMSTUD declared majors and minors. (Cardinal Course certified by the Haas Center). Same as: AFRICAAM 192, AMSTUD 258, CSRE 192E, FEMGEN 258, HISTORY 258, HISTORY 358

**FEMGEN 360. Disability, Gender, and Identity: Women's Personal Experiences. 5 Units.**

This course explores visible and invisible disabilities, focusing on issues of gender and identity in the personal experiences of women. The course emphasizes psychological as well as physical health, the diversity of disability experiences, self-labeling, caretaking, stigma and passing, and social and political aspects. Disabilities covered include blindness, multiple sclerosis, diabetes, arthritis, emotional and learning disabilities, and conditions requiring wheelchairs and other forms of assistance. The readings draw from the disability studies literature and emphasize women's personal narratives in sociological perspective. Note: Instructor Consent Required.

Same as: AMSTUD 260, FEMGEN 260

**FEMGEN 363D. Feminist Theory: Thinking Through/With/About the Gendered Body. 5 Units.**

Organized around a series of case studies, this graduate feminist theory course will consider issues related to the complex relationship between sex, gender, sexuality, biological reproduction, violence, and social power. It is a core course for the PhD minor in Feminist, Gender, and Sexuality Studies. Enrollment is limited to PhD-level students. Same as: ENGLISH 363D

**FEMGEN 393B. Queer History in Comparative Perspective. 4-5 Units.**

Comparative history of homoerotic desire, relations, and identity through scholarship on different historical periods and parts of the world: the classical Mediterranean, early modern European cities, late imperial and modern China, Tokugawa and modern Japan, and the U.S. Same as: FEMGEN 293B, HISTORY 293B, HISTORY 393B



**FEMGEN 395. Graduate Independent Study. 1-15 Unit.**

Students pursue a special subject of investigation under supervision of an affiliated faculty member. May be repeated for credit.

**FEMGEN 395J. Gender and Sexuality in Chinese History. 4-5 Units.**

Same as: CHINGEN 395, HISTORY 395J

**FEMGEN 434. Gender and Performance. 5 Units.**

This seminar seeks to investigate relationships between performance, gender, and the body politic through a discussion of embodiment, body cultures, queerness, desire, representation. Through a weekly engagement with film texts from across the world as well as theoretical perspectives on gender and performance in various geo-political contexts, we will explore the intersections of gender with race, class, national discourse, and performance traditions. The seminar is conceived to be interdisciplinary and participants are encouraged to introduce and work with texts from other disciplines, including visual arts, theatre, dance, literature etc. No prior engagement with film studies is required. Screening times may range from 90 to 180 minutes.

Same as: FILMSTUD 434, MUSIC 434, TAPS 344A

**FEMGEN 444. Graduate Research Seminar: Gender in Science, Medicine, and Engineering. 5 Units.**

Theory and practice of gender in STEM. 1. "Fix the Numbers of Women" focuses on increasing women's participation; 2. "Fix the Institutions" promotes gender equality in careers through structural change in research organizations; 3. "Fix the Knowledge" or "gendered innovations" stimulates excellence in science and technology by integrating gender analysis into research. Seminar explores harnessing the creative power of gender analysis to enhance knowledge and spark innovation.

Same as: HISTORY 444

**FEMGEN 466. Queer America. 5 Units.**

This class explores queer art, photography and politics in the United States since 1930. Our approach will be grounded in close attention to the history and visual representation of sexual minorities in particular historical moments and social contexts. We will consider the cultural and political effects of World War II, the Cold War, the civil rights movement, psychedelics, hippie culture and sexual liberation, lesbian separatism, the AIDS crisis, and marriage equality.

Same as: ARTHIST 466

**FEMGEN 477. Graduate Research Seminar: Migration. 4-5 Units.**

The course explores the major trends in Latin American migration to the United States. At the end, students will write a publishable research paper on any topic related to migration worldwide.

Same as: HISTORY 477