

# Women's and Gender Studies

## Spring 2010 Graduate Courses

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To get a WGS *Graduate Minor*, you need to take WGS 7150, 7900, and 6 hours of approved 4xxx/7xxx

### **Elective Courses**

\*If your program allows you to take 4xxx courses for grad credit, please see the undergrad course flyer for available courses.\*

#### **ELRC 7600**

#### **Race and Gender in Higher Education**

We believe that educators have an important role in society in the creation of its future citizens. As such, educators' values, practices, and attitudes are important to consider in terms of what they convey to students, community members, and colleagues in their own and other social institutions. Because identities tend to have effects on their opportunities, experiences, and choices—both in education and society in general—we believe that educators must have an awareness of race and gender as they have effects in educational environments and in society. Throughout the class, we will consider: As an educator, what principles and perspectives will guide your decision-making as it relates to creating a more equitable society.

Roland Mitchell

4:40-7:30 W

#### **ENGL 7973**

#### **Gender and New Orleans**

"The city is crumbling into ashes. It has been buried under taxes and frauds and maladministrations, so that it has become a study for archeologists. . .but it is better to live here in sackcloth and ashes than to own the whole state of Ohio," wrote Lafcadio Hearn. Drawing on novels, non-fiction, and television (including drama, comedies, music videos and documentaries), this course will explore the ways that New Orleans is represented. In addition to primary texts, we will read theoretical and critical works that deal with the genres. While the primary lens will be gender studies, we will also look at race and class, and explore pre- and post-levee failure New Orleans.

Robin Roberts

12-1:30 pm M/W

#### **LAWS 5541**

#### **Gender and the Law**

\* **Contact Michele Forbes (578-8646) to schedule this course\***

Topics to be covered include the history of suffrage and demands for equal rights for men and women, violence against women and violence committed by women, property rights, inheritance rights, reproductive rights, marriage, child custody, the definition of family, Title IX issues, employment discrimination, and gender issues in the legal profession. This course will not examine employment law or domestic relations law in as great depth as the Law Center's existing courses in these areas. Rather it is intended to situate these issues within the greater context of the law of gender. Final exam or paper.

Christine Corcos

3:00-4:30 M/W

#### **HIST 7959**

#### **Special Topics in U.S. History: Women, Gender, and Sexuality**

This course examines the history of women in the American colonies and the United States, paying particular attention to constructions of gender and sexuality, especially how they are shaped by race, class, and citizenship-status. Encompassing the colonial era to the late 20th century, the readings in this course cover history as well as historiography and theory. Students' grades will be based on their written work (several short papers) and their contributions to class discussions.

Carolyn Lewis

4 – 7 pm W

For more information and an updated list of courses, please visit our website: <http://www.lsu.edu/wgs>

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### **POLI 7903/7971**

#### **Special Topics in American Politics/Special Topics in Comparative Politics: Gender & Politics**

This course will examine issues of gender in the contemporary domestic politics of the United States, and other countries around the world. We will explore a number of topics in this course including: the role that gender plays in electoral politics, sex and gender differences in political participation, and the development of women's movements in different political contexts. Students may choose to do either an American politics or a comparative politics for the course.

Heather Ondercin      TBA

### **THTR 7922**

#### **Gender, Sexuality, and Performance**

Analyses of gender and sexuality regularly cite performance as both object and instrument of study. This seminar explores various attitudes, arguments, and debates about gender/sexuality that relate to performance as formal artistic practice and as metaphor for everyday life. Topics include feminist and queer theories; staged representations of gender/sexuality; spectacular tactics of feminist, LGBT, and queer activists; the relation of Butlerian/Austinian performativity and performance, and intersections between gender/sexuality and race, class, nationality, and religion.

John Fletcher              3:00-4:30 M/W

### **Of Related Interest**

### **EDCI 7931**

#### **Advanced Narrative Inquiry**

Prereq.: EDCI 7930 - Narrative Inquiry, or permission of instructor. Narrative inquiry is a research approach particularly useful for the study of perspectives which have been traditionally marginalized, with an emphasis on human experience; hence of great interest for scholars in feminist studies and gender studies. This advanced seminar will provide a context for students to build on their prior knowledge of various narrative research genres (e.g., biography, autoethnography, autobiography, life story, personal story, or oral history) and to further develop their own narrative research projects. In order to further those projects, we will continue to read about and study various methodological, theoretical, ethical and political issues relevant to narrative research and its representations.

Denise Egea-Kuehne

TBA

### **EDCI 7106**

#### **Teaching Reading to Students of Diverse Cultural Backgrounds**

This course addresses unique and specific characteristics of learners from different cultural settings, involving analysis of methods and materials that support literacy instruction for such students. Encompasses aspects of how human social structures, ways of perceiving, belief systems, language variants and strategies for adapting to situations in different contexts impact literacy learning. Students enrolled will examine how literacy learning is a process shaped by issues of race, class, gender, culture and access to opportunity.

Margaret-Mary Sulentic Dowell

4:30-7:30 Th

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