Women’s Studies Fall 2015 Course Descriptions

BIOLOGY 114N – From Conception to Birth
4 semester hours
McWhorter, Michelle

During this course, we will discuss the major concepts in human embryology and development. There will also be significant discussion of the ethical and moral issues surrounding the human embryo, such as stem cells and cloning. While there is no laboratory component to this course, you will be required to participate in a panel discussion and submit a written paper on the ethics discussion panel.

ENGL 180A – Making Romance
4 semester hours
Richards, Cynthia

Prerequisite: English 101E
A love story, the oldest story—yet the least understood? What are the narratives of love? Their conventions, structures and familiar gestures? Their deep underlying meanings? Their psychological ramifications? And how do these stories vary according to the one telling the story? In particular, how does the gender of the author influence the nature of these narratives and, in turn, how do these narratives influence our understanding of gender and the roles we play as men and women? This course will provide a historical overview of the Romance, beginning with the highly-scripted “luptalking” of the Arthurian Romance and progressing to the fragmentary forays into love found in the postmodern novel. The course will pair male and female authors, continually asking how these gendered narratives both differ and concur. We will read such authors as Chretien de Troyes, Marie de France, William Shakespeare, Mary Wroth, Aphra Behn, F. Scott Fitzgerald, Zora Neale Hurston, Chuck Palahniuk, and Suzanne Collins of The Hunger Games. Along the way, we will also explore the primary poetic device for declaring one’s love, the sonnet, and the ubiquitous prosaic one for realizing love’s happy ending, the fairy tale. Writing intensive and discussion based.

ENGL 373 – Women and Literature II: "Stories and Theories of Their Own"
4 semester hours
Askeland, Lori

Prerequisites: English 270 & 290A for ENGL majors; junior standing & one introductory lit. course for non-majors.
In a landmark essay, "When We Dead Awaken: Writing as Re-Vision," Adrienne Rich makes the case that all writers need to radically "re-see" the world in which they live, and, she argues, have the freedom of a space of their own—the mental and physical space that Virginia Woolf called for 50 years before Rich—in which to ask dangerous questions, "to challenge, to conceive of alternatives, perhaps to the very life you are living at that moment. You have to be free to play around with the notion that day might be night, love might be hate; nothing can be too sacred for the imagination to turn into its opposite or to call experimentally by another name. For writing is re-naming." We’re going to look at women writers who have sought to tell their own stories—to re-name the world in a way that helps us to re-see our own worlds—and who, like Woolf, Rich, Audre Lorde and Gloria Anzaldúa, have written powerful and beautiful essays about what it has meant to be a woman writer in the modern world. The course will have a particular focus on the conversations and interplays between African American women writers.
and white women writers, as that dynamic has been so critical to US women’s writing and the
development of racialized-discourses that have been painful and damaging, even as amazing art has
been produced. Texts I love and will likely choose from include... (& I’d love to have student input before
I order!): Fanny Kemble, Journal from a Southern Plantation, Harriet Jacobs, Incidents in the Life of a
Slave Girl, Virginia Woolf, A Room of One’s Own; Kate Chopin, The Awakening; Edith Wharton, The Age
of Innocence; Toni Morrison Beloved; Margaret Atwood, The Handmaid’s Tale; Louise Erdrich The
Roundhouse...others? We’ll look at American writers from a variety of races and ethnicities and sexual
orientations, who have explored and sometimes argued with each other across the decades about
womanhood, motherhood, sexuality, writing, art, relationships, and survival itself. Writing and reading
intensive, this course will have a CLAC option and is a WMST cross-listed course.

HIST 202 1W – Wives and Wenches of the Middle Ages
4 semester hours
Livingstone, Amy

Prerequisite: ENGL 101E and Sophomore standing.
Saints, martyrs, damsels in distress, grimy peasant women, ladies in pointy hats are some of the
prevailing images of medieval women. The purpose of this course is twofold: To teach students about
the experiences of women in medieval and early modern Europe and to expose students to the way
historians “do” history. How have historians shaped the history of women? What sources can be
consulted to recover the experiences of queens, noblewomen, nuns and peasants? What are the
strengths and limitations of these sources? This course will address these questions and introduce
students to the philosophical, ethical and methodological issues confronting historians today. The class
will be run as a seminar, which means that student participation and input will be vital to the course.
Since this course is designated as writing intensive, particular attention will be paid to the process of
writing. Considerable time will be spent addressing the process involved in writing and analysis.
Assignments are sequenced to help students develop and hone their writing and analytical skills. Writing
Intensive. Counts toward the PAST minor and Women’s Studies.

Cultures and Languages Across the Curriculum: CLAC
Interested in using your foreign language skills to earn extra credit connected to this course and to learn
more about the subject matter of this course at the same time? If so, register for the CLAC components
offered here. You don’t need to be fluent in the language to exercise this option. In fact, you need only
to have completed two credits beyond 112 or to be currently enrolled in a course beyond 112. Your
work will be guided by your professor and by faculty from the Languages Department. The CLAC module
is designed for intermediate level language learners.

This course offers a foreign language component or CLAC component in the following
languages: Russian, Japanese, Chinese, Spanish, French, German

Students who select the CLAC option will complete work in a foreign language that will supplement the
work in this course. Students who complete the CLAC assignments successfully will earn 1 credit for the
CLAC component.

To register for the CLAC component, you must also register for a one-credit LANG 230 CLAC module
listed among the Language Department’s offerings. Meeting times and location will be arranged at the
beginning of the semester. Credit for CLAC modules may be counted toward the requirements for
International Studies and as elective credit in the Language department.
MUSI 187 – Wittenberg Singers
0 – 1 semester hours
Fonza, Frances

Wittenberg Singers is an SSAA women’s choir that performs both sacred and secular music. They perform in major university events and present a concert each semester. Rehearsals M & W 5:40–7:10, Krieg 300. Conductor Dr. Frances Fonza. To join, contact the conductor via e-mail. Auditions: a 30-second solo in any style, preferably classical or musical theatre.

PHIL 304 1W – Knowing Bodies
4 semester hours
McHugh, Nancy

Knowing Bodies is a course in philosophy of the body and embodiment. To this end we will study the body as a site of knowledge and how we go about making/having embodied knowledge. This course will be taught as an Inside-Out class. Inside-Out classes consist typically of 12-15 outside students, college students living on the outside, and 12-15 inside students, college students who are incarcerated and living on the inside of a prison. Inside and outside students sit side by side in a circle in the classroom, engaged in all of the same readings, all of the same papers, all equally graded. This is the sixth Inside-Out course at Wittenberg. Each one has been a fantastic learning experience for the students and me. We will travel as a group weekly to have class at London Correctional Institute.

In this course we will study the role of the body in acquiring and making knowledge by focusing specifically on embodiment through race, gender, sexuality, physical location and ability. We will closely examine the relationships between epistemologies of the body and aesthetics, ethics, medicine, incarceration and social action. The course will move between theory and practical outcomes of our epistemological views of the body. For example, we will look at how our epistemological conceptions of ability shape public space and access to public space. We will also look at how the effect of epistemological claims about race generates specific policies about entitlement, incarceration, affirmative action, and education.

You will be assessed through weekly papers, a final paper, and course presentations.

POLI 216R 01 – Family Values: Politics of Virtue, Care, and Equality
4 semester hours
Wright, Heather

This course examines the theoretical underpinnings of the contemporary debate over family values. We will “begin at the beginning,” studying the ancient and modern political philosophers and their profoundly influential conceptions of the proper relationship between the family and public life. Once we grasp the philosophical foundation, we will move into the contemporary “house.” We will encounter thoughtful and profound analyses of the conflict of rights involved in these debates over the family. What is the proper relationship between biology and society? Should the family be regulated, or is it beyond the reach of public political scrutiny? How does emerging reproductive technology enter into the mix? Whose side should the state take when the conflict over abortion is represented as a contest between the rights of the fetus and the rights of the mother? Should we allow genetic manipulation of embryos? How have adoption, surrogate motherhood, and stepparenting redefined the traditional
family? Is that redefinition reflected in contemporary family law? How will we care for our children and for our parents in an age in which most everyone, male and female, works outside the home? Do we need a new family politics? Having completed our consideration of the American debate, we will turn to an illuminating comparative case study: Poland. The addition of perspectives grounded in a radically different political history, and cultural and religious traditions, will throw the American political landscape into sharp relief.

POLI 216R 02 – Family Values: Politics of Virtue, Care, and Equality
4 semester hours
Wright, Heather

This class is for first-year students only. One one-hour additional advising meeting per week required. This course examines the theoretical underpinnings of the contemporary debate over family values. We will “begin at the beginning,” studying the ancient and modern political philosophers and their profoundly influential conceptions of the proper relationship between the family and public life. Once we grasp the philosophical foundation, we will move into the contemporary “house.” We will encounter thoughtful and profound analyses of the conflict of rights involved in these debates over the family. What is the proper relationship between biology and society? Should the family be regulated, or is it beyond the reach of public political scrutiny? How does emerging reproductive technology enter into the mix? Whose side should the state take when the conflict over abortion is represented as a contest between the rights of the fetus and the rights of the mother? Should we allow genetic manipulation of embryos? How have adoption, surrogate motherhood, and stepparenting redefined the traditional family? Is that redefinition reflected in contemporary family law? How will we care for our children and for our parents in an age in which most everyone, male and female, works outside the home? Do we need a new family politics? Having completed our consideration of the American debate, we will turn to an illuminating comparative case study: Poland. The addition of perspectives grounded in a radically different political history, and cultural and religious traditions, will throw the American political landscape into sharp relief. Structured for first-year students, there is a mandatory one-hour advising meeting on Tuesdays from 12:00-1:00 p.m. in addition to the regularly scheduled class meetings.

POLI 319 1W – Men, Politics & Popular Culture
4 semester hours
Wright, Heather

Prerequisites: A Political Theory course (POLI 211R, 212R, 215R or 216R), or permission of the instructor; Jr class standing
What does it mean to be a “man” in America today? What conceptions circulate about men, their needs and their desires? Are men naturally violent? Is it really true that women make better parents then men? Is it a privilege to be a man, or a burden? What are the origins of contemporary American “masculinities”? How does gender discourse circulate in our political community, and what practical effect does it have on our work, family, and community lives? What is the significance of contemporary “men’s movements” – both anti- and pro-feminist? Has feminist ideology and its influence on family and criminal law resulted in “reverse” discrimination against men? We will explore the social meanings of masculinity and fatherhood through analysis of several primary works of literature and film, informed by cultural studies and political theoretical analyses. WRITING INTENSIVE.
REL 327R 1W – Manhood and Womanhood in the Bible  
4 semester Hours  
Kaiser, Barbara  

Placing the biblical texts in their Ancient Near Eastern and Greco-Roman contexts, this seminar examines concepts of sexuality and gender roles in Jewish and Christian scripture. In addition to considering the historical context of the biblical literature, the course helps students develop skills in literary and rhetorical analysis of the ancient poetry, narrative, and epistles concerned with sexuality and gender roles. Students also examine how the Bible is used in discussions of contemporary issues such as same-sex relations, marriage and divorce, and women’s religious leadership. The course is conducted as a seminar with daily student presentations and responses to the readings, several short essays, and a research paper.

SOCI 210S – Sociology of the Family  
4 semester hours  
Pankhurst, Jerry  

This course explores the ways in which social, economic, political and cultural forces shape the family. During the semester we will review sociological literature on the family, reflect on our own experiences, analyze the social problems families face, investigate social policies surrounding the family, and seek to understand the interconnection between the family and the other institutions that constitute society. The class is designed to address the wide diversity in family forms, practices and experiences, and to acknowledge the link between societal changes and changes in family patterns. With this emphasis on diversity and change, course materials will continuously address the intersection of race and ethnicity, class, and gender on experiences in the family and family structure.

SOCI 301 – Knowing Bodies  
4 semester hours  
McHugh, Nancy  

Knowing Bodies is a course in philosophy of the body and embodiment. To this end we will study the body as a site of knowledge and how we go about making/having embodied knowledge. This course will be taught as an Inside-Out Prison Exchange class. Inside-Out classes consist typically of 12-15 outside students, college students living on the outside, and 12-15 inside students, college students who are incarcerated and living on the inside of a prison. Inside and outside students sit side by side in a circle in the classroom, engaged in all of the same readings, all of the same papers, all equally graded. This is the sixth Inside-Out course at Wittenberg. Each one has been a fantastic learning experience for the students and me. We will travel as a group weekly to have class at London Correctional Institute. In this course we will study the role of the body in acquiring and making knowledge by focusing specifically on embodiment through race, gender, sexuality, physical location and ability. We will closely examine the relationships between epistemologies of the body and aesthetics, ethics, medicine, incarceration and social action. The course will move between theory and practical outcomes of our epistemological views of the body. For example, we will look at how our epistemological conceptions of ability shape public space and access to public space. We will also look at how the effect of epistemological claims about race generates specific policies about entitlement, incarceration, affirmative action, and education.

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