Pink Book 2014
Summer & Fall Semester

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

Published by the LGBTQ/Sexualities Research Cluster

Center for Women’s and Gender Studies
University of Texas at Austin
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How to Use the Pink Book

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<td>AFR 374F 30520</td>
<td>Black Queer Literature and Film</td>
<td>Tuesdays and Thursdays 12:30-2:00 PM PAR 101</td>
<td>In recent years the term “queer” has emerged as an identity and an analytical framework that focuses on non-normative ways of being. This seminar will combine elements of critical race theory to investigate the particular experiences and cultural production of Black people who are determined to be gender variant and different sexualities. We will analyze written works and films/videos by and about lesbians, bisexual, transgender and gay Black people. Emphasis will be on understanding the historical and theoretical construction of sexual and gender identities and sexual/cultural practices in Black communities. Special attention will be paid to the construction of race, gender and sexual identities in North America, the Caribbean and the United Kingdom (also listed as E 376M, WGS 340)</td>
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For more information about courses and registration please see the Online Course Schedule at http://registrar.utexas.edu/

Clicking on the unique number of a course while viewing the Online Course Schedule will bring up more details, including pre-requisites or meets-with information.
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Sexuality/Gender in Latin America
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Race and the Body
SUMMER SEMESTER

Courses Taught by Core LGBTQ/Research Cluster Faculty

WGS f340 88485
US Lesbian & Gay History, 20th Cent. Marchione, Mollie
MTWTHF 10:00-11:30AM CLA 0.122

Women’s experiences in different cultures. Some topics partially fulfill legislative requirement for American history. Some sections are offered on the letter-grade basis only. Prerequisite: Upper-division standing; additional prerequisites vary with the topic. May be counted toward the writing flag requirement. May be counted toward the cultural diversity flag requirement. Course number may be repeated for credit when topics vary. Partially fulfills legislative requirement for American History. (Also listed as AMS 370, HIS 365G).

FALL SEMESTER

Undergraduate Courses

Courses Taught by Core LGBTQ/Research Cluster Faculty

WGS 305 47730
Intro to Women’s and Gender Studies Livermon, Xavier
TTH 1230pm-200pm JES A218A

This course explores the complex politics of race, class, ethnicity, gender, sexuality, nation and other categories of power in relationship to systems of oppression and privilege in a transnational context. Focusing on the experiences of people of African descent, texts examined in this course will range from theoretical to first-person narratives. We will interrogate categories of sex, gender, and sexuality, and explore issues of identity, representation, socio-economic policy and political rights. We will examine African and Black feminist critiques of historical, institutionalized oppression, including poverty, poor working conditions, criminalization, reproductive and sexual control, gendered violence, stigma and stereotypes, homophobia, and xenophobia. We will explore the relevance of changing understandings of the term "culture" for the study of women, gender, and/or sexuality across Africa and the African Diaspora. Particular attention will be devoted to the ways in which gender as practice, performance, and representation has differed for women and men according to race, class, and other divisions. Women’s and Gender Studies is an interdisciplinary field committed to imagining justice through analysis and creation of culture. Part of our work will reveal how African and African Diaspora Feminisms have challenged racism and white supremacy within feminist scholarship and activism. Your work in this course will prepare you for advanced study and to participate in discussions for community and academic advocacy. (also listed as AFR 317E)

E 314V 35145
Gay & Lesbian Lit & Culture Wallace, L
TTH 330pm-500pm GDC 1.406

In this course, students will read a variety of texts by gay, lesbian, bisexual, trans*, and/or queer writers, mostly based in the twentieth-century United States. They will explore how these texts navigate questions of LGBTQ identity and queer community as they intersect with race, gender,
nationality, and class. Are there qualities that connect these texts in a distinctive gay and lesbian literary genre? How do literary texts help us situate our present moment within LGBTQ history? The primary aim of this course is to help students develop and improve the critical reading, writing, and thinking skills needed for success in upper-division courses in English and other disciplines. They will also gain practice in using the Oxford English Dictionary and other online research tools and print resources that support studies in the humanities. Students will learn basic information literacy skills and models for approaching literature with various historical, generic, and cultural contexts in mind. This course contains a writing flag. The writing assignments in this course are arranged procedurally with a focus on invention, development through instructor and peer feedback, and revision; they will comprise a major part of the final grade.

AFR 317 E
Black Spiritualities 30440
Tinsley, Omise'eke
1100am-1200pm JES A209A
Born out of civil rights struggles in the 1960s, African Diaspora Studies departments and programs represent one of the youngest fields in academia. Yet the development of Black intellectual traditions is far from new. In fact, Africans in the Americas have been elaborating systems for developing and recording our knowledges since the Middle Passage. Psychology, medicine, visual arts, dance, historiography, literature: African Diasporics developed corollaries to all of these, as we Creolized African, European, and indigenous knowledge bases to serve the needs of the enslaved and their descendants. Traditionally, academia has pigeonholed these intellectual pursuits under the rubric of “African Diaspora religion,” so reinforcing stereotypes of African “irrationality.” More recently, however, scholars in the field of African Diaspora studies have developed a new approach to these knowledge bases. These scholars have attempted, first, to engage African Diaspora ways of knowing on their own terms; and, second, to bring these submerged epistemologies into conversation with Western academic disciplines. In this course, students will both read and participate in such efforts to bridge vernacular and academic epistemologies. Theoretical, historical, and literary readings centering these problematics will challenge us to complicate easy divisions between traditional and scholarly knowledge, and to think creatively about how relationships between the two inform historical and contemporary cultures of the African Diaspora.

WGS 340 47835
Black Women and Dance Tinsley, Omise'eke
MWF 100pm-200pm JES A207A
dance your anger
and your joys.
dance the guns
to silence
dance, dance, dance...
--Ken Saro-Wiwa
What does it mean for Black women to dance your anger and your joys, as activist-artist Ken Saro Wiwa put it: that is, to use our moving, creative, powerful bodies to respond to the violences of racism and sexism, and to envision new ways of being and moving in the world? This course journeys towards answers to this question by exploring women's participation in ritual, concert, and social dance in North America, Haiti, Cuba, and Brazil. We will work
through readings, viewings, and stagings, and interweave text, movement, and action to encourage students’ artistic as well as academic self-expression. Some of the questions we explore include: How can we view and create artistic work while still keeping social justice issues in mind? How do embodied practices become modes of organizing communities? How can we decipher the fragile histories that we carry and move through in our own bodies? (also listed as AFR 356E)

WGS 345 48070
**Confronting LGBTQ Oppression**  Walley, Shane
F 11:30-2:30pm  SSW 2.112
Lesbian, gay, bisexual, transgender, and queer (LGBTQ) people on the UT campus and beyond face many challenges due to homophobia, heterosexism, biphobia, and transphobia. Education and awareness are the first steps in combating hate and discrimination. This course will serve two primary functions: to increase participant’s knowledge on the issues facing the LGBTQ community and to learn facilitation skills in order to talk about these issues on campus. Peer education is a powerful tool. Participants in this course will become peer educators in a team. During the spring semester they will give workshops across campus around LGBTQ issues. (Also listed as SW 360K)

**Courses Taught by Other Faculty**

WGS 322 47755
**Race/Gender/Surveillance**  Browne, Simone
TTH 930am-1100am  CLA 0.102
This course will provide an overview of theories in the emerging field of Surveillance Studies, with a focus on race and gender. We will examine transformations in social control and the distributions of power in U.S. and global contexts, with a focus on populations within the African diaspora. As such this is a Black Studies course. Course topics include: the Trans-Atlantic slave trade; prisons and punishment; the gaze, voyeurism and reality television watching; social media; travel and stateborders; biometrics and the body. (Also listed as AFR 372C, SOC 322V)

WGS 340 47805
**Women Filmmakers/North & Central Europe**  Wilkinson, Lynn R
TTH 930am-1100am  BUR 337
This is an introduction to the work of five women filmmakers from Sweden, Germany, the Netherlands, and Denmark, as well as to the viewing and interpretation of films in general. (also listed as EUS 347, GSD 330)

WGS 340 47790
**Sexuality/Gender in Latin America**  Zazueta, Pilar
MWF 1200pm-100pm  SRH 1.320
Sexuality and gender are very useful analytical tools to explore how relations of power are constituted not only in the private sphere but also in state institutions, market and labor organization, as well as class and racial hierarchies. The core question we will address in this course is how differences (particularly between humans classified as female or male) were constructed in the history of Latin America. We will analyze the uses, implementations and transformations of these differences in the articulation of social and political life in the continent.
The class will focus mostly on nineteenth and twentieth-century Latin America and will emphasize historical research, but we will also use scholarship from other disciplines. The class will cover topics like nineteenth-century honor and citizenship, contemporary masculinities, and human rights in the twentieth century. (also listed as HIS 363K, LAS 366)

WGS 345  
Women's Autobiographical Writing  
MacKay, Carol H  
MWF 100pm-200pm  
PAR 204  
Writers have always employed an ingenious array of narrative strategies to construct and project their sense of an autobiographical self, but historically that task has entailed an additional cultural challenge--if not an outright psychological impossibility--for women writers worldwide. Although the male autobiographical impulse did not fully begin to manifest itself in Western culture until Rousseau (notwithstanding the anomaly of St. Augustine), women still tended to confine themselves to the less overt (and egoistic) modes of the diary, letter, memoir (often purporting to be about another subject), and fiction. It is the goal of this course to examine the autobiographical impulse in women's writing by exploring the concept of the individualistic self vs. the sense of self as a part of community (and duty)--and the ways in which that communal self can both partake of humankind and participate in self-actualization. We will begin by reading excerpts from Carolyn Heilbrun's Writing a Woman's Life (1988) and conclude with Virginia Woolf's A Room of One's Own (1929). In between, we will be tracing women's autobiographical writings from Sappho to Tillie Olsen, encompassing as well the recorded experience of the African American, the Chinese American, and the Chicana. Although members of the class may have read individual titles from the course list before, they will now have the opportunity to read them critically within the context of other women's writing--itself likely to be a first-time experience. Finally, each student will be responsible for introducing to the rest of the class a single work not on the reading list and "outside" its cultural curve; these titles will constitute a multicultural list for future (and I hope immediate!) reading. (also listed as E 370W)

WGS 345  
American Dilemmas  
Green, Penny A  
MWF 900am-1000am  
CLA 1.108  
This course examines critical American social problems that threaten the very fabric of our collective life as a nation. These include problems in the economy and political system, social class and income inequality, racial/ethnic inequality, gender inequality and heterosexism, problems in education, and problems of illness and health care. The course has three main objectives. One involves providing students with the theoretical and methodological tools needed to critically analyze these problems from a sociological perspective. A second involves providing students with current data and other information documenting the seriousness of these problems. The final objective focuses on evaluating social policies addressing these problems (e.g., welfare-to-work programs, pay equity legislation), with special reference to questions of social justice, the common good, as well as public and individual responsibility. Class format will be a mixture of lecture and discussion, with a strong emphasis upon the latter. (also listed as SOC 336C)
WGS 345 47910
Virginia Woolf  Carter, Mia
TTH 1100am-1230pm PAR 105
This course will examine the critical and fictional works of Virginia Woolf. We will also be examining Woolf’s continuing legacy and influence. Some of the areas of inquiry the class will be exploring are the value and limitations of high modernism, English literary heritage and tradition, feminism, creative and critical definitions of gender and sexuality, intellectual activism (Woolf’s critiques of patriarchy, war, fascism), Woolf and imperialism-colonialism.(also listed as E 349S)

Graduate Courses
Courses Taught by Core LGBTQ/Research Cluster Faculty

LAS 392S 40810
Queer Latin American Literature and Culture  Domínguez-Ruvalcaba, Héctor
T 500pm-800pm BEN 10118
Literature and culture graduate seminar. Conducted in Spanish. This course aims to introduce the students to the main trends of queer studies on Latin American literature and culture. Significant works dealing with Latin American sexualities and studies of the body have been published in recent years. This scholarly production results from placing the episteme of body and sexuality on the central preoccupations of social sciences and humanities. Studying sexualities in Latin America conveys an intersection of multiple axes of difference (race, class, nationality, religion), where sexuality, rather than being considered an immanent object of study, functions as a theoretical basis for knowing culture and society. By reading literary and critical works in which body and sexuality are represented beyond the hegemonic gender system, this course will focus on three topics: a) queer rhetoric: (de) naturalization, performance and liminalities; c) marginal sexualities and national identity: modernity and citizenship in the representation of sexuality; b) images and self-images of the queer subject: homophobia, machismo, and queer body on the public arena; e) queer theory beyond sexuality: disability, monstrosity, and body transformations. The course will include: an introduction to the main concepts of queer studies; reading some critical works about queer Latin American culture; analyzing literature, art, and cinema with this approach. (Also listed as ILA 387)

WGS 393 48060
Latina/o Bodies/ US National Imaginary  Minich, Julie A.
TH 600pm-900pm CAL 221
Latina/o bodies are ubiquitous in contemporary U.S. public discourse, where their spectacular visibility is often touted as evidence of a “post-race” society. Closer analysis of these images, however, reveals how a range of national anxieties have come to coalesce around Latina/o bodies, from fears about the U.S. economy and cultural identity that attach to laboring (often undocumented) Latina/o immigrant bodies to concerns about the destabilization of race, gender, and sexual norms adhering to Latina/o entertainers and sports figures. This course will explore how the hypervisibility of Latina/o bodies has led not only to the targeting of those bodies for discursive and physical violence but also to the proliferation of resistant texts and images created by Latinas/os. Drawing from a wide range of genres (novels, memoirs, short stories, plays, poems, and film), this course is designed to help graduate students develop expertise in U.S. Latina/o cultural studies (emphasizing both established and emerging Latina/o writers and...
filmmakers), as well as familiarity with theories of embodiment currently emerging from feminist, queer, and disability studies. Although the focus of the course is relatively specialized, the range of primary source texts will give students a solid (survey-like) grounding in Latina/o cultural studies, while the secondary source texts will enable students to explore scholarly interests in feminist, queer, and disability theory. (also listed as E 397N)

WGS 393  
**Sexualities in Translation**  
Hoad, Neville  
MW 500pm-630pm  
CAL 419  
48080  
In this course, students would read a number of contemporary novels and films that mess with the ways increasingly globally hegemonic discourses translate human erotic intimacy into the sexuality of the homo/hetero identity binary. Drawn from diverse national contexts in multiple languages, much of what we read (and watch) will be in translation or subtitled. I hope that we will learn to think about sexuality itself as a translation or recoding of bodies, practices, pleasures and economic exchanges. We will also ponder the global politics of language in relation to questions of sexuality. Why does Deepa Mahta make *Fire* in English? Why is Sevaldurai’s *Funny Boy* written in English? Has the emergence of a lesbian and gay cultural public sphere in the Anglophone world facilitated the translation and global distribution of cultural products that are legible as gay or lesbian to an international audience? Does this mis/recognition give them an edge over other local products in a globalizing cultural marketplace? Do these works imagine the lineaments of a transnational lesbian and gay subject, anticipating their translation or do they remain in certain ways stubbornly local? How has sexuality become a vector for the working out of the relationship between diasporic and home and host national communities? Fiction could include Barakat’s *The Stone of Laughter* (Lebanon), Al Shaykh’s *Women of Sand and Myrrh* (Kuwait), Sevaldurai’s *Funny Boy* (Sri Lanka/Canada), Rao’s *One Day I locked my flat in Soul City* (India), Puig’s *Kiss of the Spiderwoman* (Argentina), Blu’s *Hanging* (Hawaii) and Gray’s *Time of Our Darkness* (South Africa), Jude Dibia’s *Walking with Shadows* (Nigeria). Films could include *My Beautiful Laundrette* (U.K.), *Dakan* (Guinea), *Woubi Cheri* (Ivory Coast), *Heavenly Creatures* (New Zealand), *Law of Desire* (Spain), *Dangerous Living* (U.S), *The Man who drove with Mandela* (South Africa), *Apostles of Civilized Vice* (South African television series), *Uncut* and /or *Zero Patience* (Canada), *The Wedding Banquet* (U.S.), *Fire* (India) and episodes from the television series *Queer as Folk* (both the British and U.S. versions.)(also listed as E 397N)

WGS 393  
**Sociology of Sexual Violence**  
González-López, Gloria  
T 300pm-600pm  
CLA 3.106  
48085  
Why do we study men and masculinity? Isn’t traditional academic knowledge male biased, anyway? Yes, most scholarship has been androcentric but women’s studies intellectuals have facilitated the emergence of a critical analysis and study of men as men. This course is devoted to a sociological examination of the most important debates and discussions about men’s experiences of masculinity in contemporary patriarchal societies. In this course, we will examine social and individual meanings of masculinity, the dominant paradigms of masculinity that we take as the norm, and the problems, contradictions and paradoxes men experience in modern society. We will examine these themes while looking at the social and cultural dynamics shaped by class, race/ethnicity, sexuality, age, and culture in a variety of social contexts and
arrangements. Although we will study men representing the diverse cultural groups in the United States, we will pay special attention to the experiences of African American and Latino men. We will examine the privileges as well as the costs of rigid expressions of masculinity. In our discussions we will explore avenues for social justice and change. (also listed as SOC 395G)

AFR 388
Erotic Subjectivity African Diaspora
Gill, Lyndon K.
TH 1000am-100pm
UTC 1.136
This course will explore the impact of race and gender on criminal justice in US history. Although the bulk of our texts will be historical monographs, we will also use books that investigate similar themes from sociology, criminology, and anthropology. Likewise, we will be reading broadly with respect to time period and location, moving from the colonial period to the modern era and between the North, South, and West regionally (also listed as ANT 391, WGS 393)

Courses Taught by Other Faculty
WGS 393
Race and the Body
Browne, Simone
T 1200pm-300pm
BEL 232
This course will engage with theories and research methodologies in the sociological study of the body, with a focus on race, racism, gender and sexualities. Emphasis will be placed on close reading of the assigned texts so that discussion can focus on key issues and debates concerning the body in contemporary society, including: the role of space and location; theories of the subject and the meaning of subjectivity; state formation and social control. Through the completion of written assignments and active seminar participation and preparation, students will develop an understanding of the language and conceptual tools necessary to interrogate the practices through which we come to be variously raced, gendered and abled. Students will be encouraged to raise their research concerns in the seminar and we will actively contribute to each other’s questions of interest and research design. (also listed as AFR 381, SOC 395L)
About the LGBTQ/Sexualities Studies Certificate

This transcript-recognized undergraduate certificate program is a set of courses that allows a student to focus on an area of study in addition to the major.

The LGBTQ/Sexualities Studies Certificate recognizes lesbian, gay, bisexual, transgender and queer (LGBTQ) scholarship and acknowledges widespread faculty expertise in this field.

Founded in 2004, the CWGS LGBTQ/Sexualities Research Cluster brings together faculty, graduate students and undergraduates from across campus to share research in feminist and queer studies, the history of sexuality, and related fields.

For more information please visit:

http://www.utexas.edu/cola/centers/cwgs/academics/LGBTQ-Studies.php

About the Women's & Gender Studies Portfolio Program and the "LGBTQ/Sexualities" Track

The Portfolio Program is an opportunity for graduate students from all disciplines to incorporate Women's and Gender Studies into their coursework. Students may choose an "LGBTQ/Sexualities" track in order to complete the portfolio.

WGS Portfolio Students are eligible for to apply for the annual WGS Awards and/or travel assistance for presenting relevant work at conferences.

When the program is completed, the student's official UT transcript will read "Portfolio in Women's & Gender Studies: LGBTQ/Sexualities Studies." A printed certificate from CWGS is also available upon request.

For more information please visit: