

# COMEDY & TRAGEDY:

College Course Descriptions  
and What They Tell Us About  
Higher Education Today



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A Survey Compiled and Published by  
Young America's Foundation

## **Introduction**

Young America's Foundation frequently produces annual reports on course offerings at top colleges in order to give the public a glimpse into the increasingly radical world of academia.

It's no secret that America's colleges and universities have operated as bastions of radical liberal thought and activism for at least the last half century. Despite increased public pressure for intellectual balance, however, higher education is only devolving further into ideological monopoly. No longer are our nation's professors teaching students material that is simply biased, they're also teaching students material that is nonsense, and increasingly beneath the dignity of the degrees they're working to earn.

As the cost of tuition has gone up, the quality of education has gone down.

For instance, America's famed Ivy League institutions have long stood as powerful examples of our nation's proud tradition of leadership in academia. They were intellectual springboards for many of our country's Founding Fathers and greatest thinkers. Today, they still tower above international competition as the most prestigious institutions of higher education worldwide.

But what they're teaching America's best and brightest young minds has devolved into satire.

Classes with little relevance and comically bizarre titles such as "Transgender Cultural Production," "Hand to Mouth: Writing, Eating, and the Construction of Gender," and "Friends with Benefits?" can be found among the course listings at these elite schools.

Not only are these classes focused on comparatively trivial topics, they're also promotional vehicles for radical Leftist teachings. Based on the course descriptions alone we know that many of the classes focus on pushing liberal narratives about racism, sexism, homophobia, American exceptionalism, and more.

While it's okay to laugh at the ridiculous nature of these courses, it's also important to acknowledge that there's something more tragic at work here as well.

The sad truth is that many of America's greatest minds are spending four formative years and tens of thousands of dollars sitting in classes such as "Ecofeminism," which clearly do little to equip them to face the real and complicated problems our country desperately needs them to solve.

What a monumental distraction and a tragic waste of talent.

Take a moment to imagine yourself as a student and scroll through the sample course catalog below. Would these courses prepare *you* to make the world a better place?

## **Summary**

You'll notice one recurring theme throughout the classes listed in this catalog: collectivism. Our colleges and universities are *obsessed* with relating every imaginable academic topic to the broad categories of sex, race, class, and gender. Rather than focusing on the study of humans as capable individuals, academics go out of their way to corral people into specific categories based on identity.

The University of Arkansas' political science department is the perfect example of this impulse. Its course listing unapologetically divides the country into groups and then tosses the word politics at the end. Classes include "Latino Politics," "Southern Politics," "Gender and Politics," and "African American Political Ideology."

The University of Florida offers "Black Hair Politics" and "Gender & Food Politics." At Dartmouth, students can take a class on "Writing, Eating, and the Construction of Gender."

While many of the most questionable courses are concentrated in race and gender studies departments, one of the most striking revelations in this study is how schools inject radical narratives into seemingly irrelevant departments. For instance, at the University of Florida you'll find "Queer Theory" in the English department. The same goes for "Intro to Gender and Sexuality Studies" in the English department at the University of Mississippi. The University of Arkansas lists a course called "Diversity & Design" in the *architecture* department.

Many schools rightfully offer courses focused on important topics such as free markets or global terrorism, but course descriptions belie their imbalanced perspectives.

At the University of Missouri, classes on violence in Cuba and Haiti and youth and Islam are taught through the lens of radical post-colonial theory. This is an especially common trend.

At Vanderbilt University, a class on the "Birth of Modern Capitalism" is based on an analysis of the slave trade. Williams College offers a class titled "Racial Capitalism" premised on the popular liberal notion that "capitalist economies have 'always and everywhere' relied upon forms of racist domination and exclusion." The reading list even includes Angela Davis.

Yale offers a class on "Extreme and Radical Right Movements" taught by a professor who has classified mainstream conservatives such as Senator Ted Cruz "radical." Some schools are offering apparently positive courses focused on Black Lives Matter this fall as well.

Many of the courses listed in this study are just plain wastes of time. Harvard teaches "Friends with Benefits?" and "Queering Affect." In this same trend, Swarthmore offers both "Queering God" and "Queering the Bible." Yale offers "Bodies and Pleasures, Sex and Genders" as well as "Transgender Cultural Production."

Students aren't only spending their time in hilariously weird courses—they're sitting through hours of courses that tactlessly group members of our society into collective entities, stripping them of their individuality and blaming conservatism for their ills.

After 20 years of compiling this report, "Comedy & Tragedy" is still the perfect title.

## **Methodology**

Young America's Foundation reviewed the available online course catalogs for each school in the Southeastern Conference, the Ivy League, *US News & World Report's* Top 10 Liberal Arts Colleges, the Big 10 Conference, and the Big East Conference by department. Relevant courses from the 2016-2017 school year were selected for inclusion in the report.

Course descriptions in this report appear exactly as they were listed on each school's website.

This is not an exhaustive list of every biased course offered by the schools in the report, but should serve as a sampling of the most egregious offenders. This list of courses could have been far longer. Concerns for space and redundancy required including merely a sample.

## **Southeastern Conference (SEC)**

### **University of Alabama**

Department of American Studies

#### ***AMS 222: Modern Gay America***

This course will focus on the emergence of the GLBT community in 20th century American Culture. We will look at the many ways GLBT identity developed in the 20th century by exploring the intersections of science, religion, popular culture, politics, and urbanization on GLBT people. Because the experience of GLBT individuals is so varied, we will use a variety of media to create patterns and connections within this diverse community.

Source: <https://catalog.ua.edu/search/?scontext=all&search=modern+gay+america>

#### ***AMS 446: Gender and Environment***

This course examines histories of concepts of nature and gender, philosophies of eco-feminism, and accounts of gender-based efforts for environmental reform. Texts include histories of environmental concepts and reform campaigns, broadly conceived, including slave narratives, accounts of experiences in the women's club movement, the conservation movement, and Progressive Era occupational and public health reform, along with more well-known twentieth century nature writers, contemporary scholars, and activists. Particular attention is paid to women whose identities are defined in part by their status as immigrants, women of color, or in other marginalized categories. Case studies explore global environmental reform as well as U.S. experiences. Writing proficiency within this discipline is required for a passing grade in this course.

Source: <https://catalog.ua.edu/search/?scontext=all&search=gender+and+environment>

Department of Gender and Race Studies

#### ***AAST 436: Gender and Black Masculinity***

This course will examine the socio-historical perceptions and constructions of Black masculinities in various regions and periods. We will also examine the social, political, and economic conditions of Black male life in the contemporary period and interrogate representations of Black men and boys in U.S. culture and society in relation to the broader politics of race, class, gender, and sexuality in the post-civil rights era. Specific attention will be paid to the history of ideas and approaches that have shaped and defined our understanding of Black males. You will be introduced to historical and socio-cultural circumstances that affect Black males and the diverse nature of Black culture. This course will also attempt to heighten awareness and sensitivity to the contemporary problems affecting Black males and thus help discover and evaluate social policies and programs geared towards Black males.

Source:  
<https://catalog.ua.edu/search/?scontext=all&search=gender+and+black+masculinity>

### ***HY 432: Gender and Native Americans***

Explores contact between Native Americans and Europeans in the early Americas through attention to gender, stressing the diversity of Native life ways.

Source: <https://catalog.ua.edu/search/?scontext=all&search=hy+432>

## **University of Arkansas**

Department of Anthropology

### ***ANTH 4263: Identity and Culture in the U.S.-Mexico Borderlands***

An exploration of the interplay between Latino/a, Mexican, Anglo, and Native American identities and cultures along the U.S.-Mexico border. Course examines identity formation, hybridity, social tension, marginalization, race and gender, from an anthropological perspective, paying special attention to the border as theoretical construct as well as material reality.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/anth/>

Department of Architecture

### ***ARCH 1013: Diversity and Design***

Explores the reciprocal relationship between diversity and design in America, investigating how race, gender, religion, ability, age, class, and location affect and are affected by the design of media, products, architecture, and cities/regions. Positive and negative effects of diversity and design are discussed.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/arch/>

Department of Communications

### ***COMM 3883: Rhetoric of Social Movements***

Study of the functions of rhetoric as it appears in the context of social movements such as American independence, women's equality, civil rights, populism, and new conservatism.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/comm/>

### ***COMM 4363: Gender, Race and Power***

Examines how communication shapes gender, race, sexuality, and power. Rather than focusing exclusively on interpersonal communication, this course looks at theories of power that shape institutional macro communication.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/comm/>

***COMM 4643: Environmental Communication***

Explores how communication is used by individuals, corporations, and governments to shape public debates about environmental issues. Topics include rhetorical strategies, the public's right to information and input, dispute resolution techniques, advocacy campaigns, and green marketing.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/comm/>

***COMM 4733: Reel Women***

An examination of films made for, about, and/or by women with the aim of better understanding and centralizing issues pertinent to women's daily lives.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/comm/>

***COMM 4743: Representational Issues in Film***

An examination of the varying ways that race and ethnicity, gender, sexual orientation, gender identity, class, (dis)ability, and age are represented in and by film - both historically and culturally.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/comm/>

Department of English

***ENGL 4593: Studies in Gender, Sexuality, and Literature***

The study of gender or sexuality and literature, with attention to specific theories, themes, genres, authors, historical moments, literary movements, or other organizing principles. Content varies.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/engl/>

Department of History

***HIST 4133: Society and Gender in Modern Europe***

Changing values and attitudes toward childhood, family life, sexuality, and gender roles in Europe from the Renaissance to the present. The social impact of the Industrial Revolution, urbanization, demographic change, and the two world wars.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/hist/>

Department of Political Science

***PLSC 3263: Latino Politics***

Analyzes the social, economic, and political issues impacting the Latino (or Hispanic) community in the United States. Attention is paid to how the community itself responds to and influences these factors.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/plsc/>

***PLSC 4333: Southern Politics***

Evaluates the significance of the southern region within the national political scene, as well as discuss the unique political history and workings of the region. Explores the various groups within the region that continue to fight for political influence and power.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/plsc/>

***PLSC 4573: Gender and Politics***

Examines the significance of gender in politics. Includes discussion of the women's movement and feminist theory, but emphasizes the content and process of public policy as it relates to women and men. Focus is on the U.S. but final third is devoted to comparative topics.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/plsc/>

***PLSC 4933: African American Political Ideology***

A survey course designed to identify and examine characteristics and functions of several variants of black political ideology/thought.

Source: <https://catalog.uark.edu/undergraduatecatalog/coursesofinstruction/plsc/>

**University of Missouri**

Department of Sociology

***SOCIOL 1360: The Female Experience: Body, Identity, Culture***

Study of the experience of being female in American culture. Course will focus on development of women's identities through such topics as: sexuality, reproduction, self-image, rape and health care.

Source: <http://catalog.missouri.edu/courseofferings/sociol/>

***SOCIOL 2200: Social Inequalities***

Survey of inequalities based upon criteria such as race, ethnicity, sex, age, religion and social class in contemporary societies. Focus on dynamics by which privilege and inequalities are structured.

Source: <http://catalog.missouri.edu/courseofferings/sociol/>

***SOCIOL 2210: The Black Americans***



Analysis of history of blacks in the United States. Assessment of contemporary black community in terms of its institutions, styles of life, patterns of work and intergroup relations.

Source: <http://catalog.missouri.edu/courseofferings/sociol/>

***SOCIOL 2280: Race, Democracy, and Violence in Cuba and Haiti***

A sociological approach to understand race/ethnicity, identity, citizenship, human rights, violence, and political and economic systems in the Caribbean. Comparisons of the culture, politics, and historical trajectories of Cuba and Haiti using Post-Colonial and Feminist theories.

Source: <http://catalog.missouri.edu/courseofferings/sociol/>

***SOCIOL 2255: Youth, Islam, and Global Cultures***

Youth subcultures and the social issues and problems faced by youth, focusing on the Islamic world and Muslim immigrants, in the United States and elsewhere. Social and behavioral theories and concepts such as paths to modernization, Orientalism, post-colonialism, population movements, social construction, identity, and recognition will be illustrated.

Source: <http://catalog.missouri.edu/courseofferings/sociol/>

***SOCIOL 2281: Nuclear Weapons: Environmental, Health and Social Effects***

Environmental consequences of the nuclear arms race, "regional" nuclear war, and weapons testing for human health, agriculture, and society. Examining "a world without nuclear weapons"; political dialogue on proliferation; Iran, North Korea, and nuclear weapons conventions.

Source: <http://catalog.missouri.edu/courseofferings/sociol/>

***SOCIOL 2285: Large Corporations, Economic Crisis, Social Responsibility***

Institutional power of the corporate CEO; ethical regulatory restraint. Historical contexts of economic crisis. Theories of justice, alternative concepts of justice in popular culture. Politics of policy issues in prosecution and criminalization of corporate behavior.

Source: <http://catalog.missouri.edu/courseofferings/sociol/>

***SOCIOL 2284: Critical Dialogs: Global Environmental Policy Conflicts***

Climate change, water supplies, food, sustainability, industrialization, and chemical, oil, radioactive pollution. Activity of transnational corporations, social harm, and formulation of international policies. Analysis of alternatives using criteria of justice: distribution, recognition, participation, legality.

Source: <http://catalog.missouri.edu/courseofferings/sociol/>

### ***SOCIOL 3200: Class, Status, and Power***

Study of the structure of wealth, poverty, prestige, and power. Concepts of social justice in political, economic and legal issues and policies. Provides student engagement in research.

Source: <http://catalog.missouri.edu/courseofferings/sociol/>

### ***SOCIOL 3230: Education and Social Inequalities***

Examination of the ways in which inequalities are constructed, reproduced, maintained or transformed by and within educational institutions. Particular attention will be given to inequalities based on gender, race, and social class.

Source: <http://catalog.missouri.edu/courseofferings/sociol/>

### ***SOCIOL 3300: Queer Theories/Identities***

Analysis of gay, lesbian, bisexual, transgender (GLBT) and queer identities in culture and society with an emphasis on the contributions of queer theory and other GLBT standpoint theories to sociology and the study of society.

Source: <http://catalog.missouri.edu/courseofferings/sociol/>

### ***SOCIOL 3330: Environmental Justice***

Environmental justice refers to the ways in which the "cost and benefits" of modern industrial society are distributed among social groups. This course is concerned with justice, not as an abstract concept, and inequality not in terms of numbers in a bank account. Social justice or inequality are lived, embodied experiences. An individual's likelihood of experiencing environmental harm is related to intersecting gender, race and class formations, among other things. Justice or inequality is not only embodied, it also happens in places--national and regional differences matter. In this course we will look at some of the extensive literature documenting the ways in which communities of color and poor communities are subject to disproportionate environmental risks. In addition, we will focus on gender as an important category in understanding environmental inequality.

Source: <http://catalog.missouri.edu/courseofferings/sociol/>

### **Women and Gender Studies Department**

### ***WGST 3560: Themes in Gender and Immigration***

Explores current controversies in immigration in various locations. The course will cover a number of topics including nationalism and citizenship, national identity, identity and fluidity, social inequality and others. May be repeated for credit with different semester themes.

Source: <http://catalog.missouri.edu/courseofferings/wgst/>

### ***WGST 4350: Studies in Gender and the Environment***

Explores how gendered social relations affect the relationship between human beings, non-human nature, and the environment. Also examines how historically, the human relationship with nature has been governed by a dualism of culture and nature that enables both an ideology of technical control and the objectification of the environment and people. Draws from ecological feminism, the environmental justice movement, feminist science studies, materialist feminism, and feminist dystopian fiction.

Source: <http://catalog.missouri.edu/courseofferings/wgst/>

Department of History

### ***HIST 4235: The Wire: Race, Urban Inequality, and the "Crisis" of the American City***

The HBO series "The Wire", a crime drama based on the border city of Baltimore, exposed the interlocking, structural realities giving shape to the landscapes, neighborhoods, and lived experiences of urban America during the early twenty-first century. Through vivid storytelling, "The Wire" complicates understandings of the "urban crisis" through a focus on the inner workings of major institutions such as the media, public schools, politics, underground economies, public housing, and the criminal justice system and on the ways in which poor and working-class black residents negotiate power and survival. Using the cable series as a lens, this class offers students the opportunity to critically examine the historical, economic, social, and political dimensions of urban inequality.

Source: <http://catalog.missouri.edu/courseofferings/hist/>

### **University of Florida**

African American Studies

### ***AFA 3350: Black Masculinity***

Integrated interdisciplinary exploration of selected themes and resources that represent the Black Masculine experience in North America, emphasizing continuity and change.

Source: <https://catalog.ufl.edu/ugrad/current/courses/descriptions/african-american-studies.aspx>

### ***AFA 4352: Black Hair Politics***

Provides a comprehensive interdisciplinary examination of the history, sociology, psychology and economics of Black hair. Students will explore the textures, styles and meanings of Black hair as they relate to identity and power in society.

Source: <https://catalog.ufl.edu/ugrad/current/courses/descriptions/african-american-studies.aspx>

### ***AFA 4430: Black Lives Matter***

Examination of the particular historical, geographical, cultural, social, and political ways in which race was, and continues to be configured and deployed in the United States.

Source: <https://catalog.ufl.edu/ugrad/current/courses/descriptions/african-american-studies.aspx>

English

### ***ENG 4844: Queer Theory***

Overview of major concerns, methodologies and texts in queer theory, illuminating the theoretical insights, assumptions and implications of various constructions of gender, sex and sexuality.

Source: <https://catalog.ufl.edu/ugrad/current/courses/descriptions/english.aspx>

Philosophy

### ***PHM 3123: Feminist Philosophy***

Analyzes theoretical and practical issues in feminism such as radical, liberal and socialist perspectives, gender roles and equal opportunity; an elective in the women's studies program.

### ***PHM 3127: Race and Philosophy***

Examines the concept of race and how it has been used, both theoretically and practically, looking at both historical and contemporary works. Topics may include the definition of "race," the political use and abuse of the term and its role in one's sense of identity.

Source: <https://catalog.ufl.edu/ugrad/current/courses/descriptions/philosophy.aspx>

Sociology

### ***SYD 4808: Reproduction and Gender***

Examines contemporary reproductive issues in the U.S. How culture and social structures shape the reproductive realm and how the social psychology of individuals' influence their reproductive experiences.

Source: <https://catalog.ufl.edu/ugrad/current/courses/descriptions/sociology-criminology-and-law.aspx#2>

Women's Studies

### ***WST 3323: Gender, Bodies, and Health***

Examines how gender is "worn" on the female body. Adopting a feminist interdisciplinary approach, explores three themes: cisgender female biology in social context, bodily practices concerning food and exercise, and disease (i.e. cancer). Examines intersections of gender, race, class, and disability, and role of activism/policy changes in improving people's health.

### ***WST 3603: Sexualities Studies***

The interdisciplinary study of sexualities covering diverse theories of sexualities and desire, and how these theories are socially constructed and regulated. Central to the class are the connections between sexualities and other social locators such as race, ethnicity, gender, social class, age and ability or disability.

### ***WST 3610: Gender, Race and Science***

Feminist theories of nature, science and technology, and how gender and race are critical to the origins of science, the making of scientists and the politics of contemporary practice.

### ***WST 3663: Gender and Food Politics***

Survey of the gendered history of food and foodways from the early 17th century to the modern period; may be taught with a service learning component.

### ***WST 3415: Transnational Feminism***

Women and feminism in a transnational perspective, focusing on various theories and movements engendered by women in contemporary national contexts. The course examines development, reproductive politics and women's health.

Source: <https://catalog.ufl.edu/ugrad/current/courses/descriptions/womens-studies.aspx>

## **University of Mississippi**

### African American Studies

### ***Aas 421: Readings in U.S. Black Feminism***

Students will study the development, expression, ideology, and praxis of the politics African American women have developed to simultaneously counter both racism and sexism.

Source: <http://catalog.olemiss.edu/liberal-arts/african-american-studies-program/aas-421>

### English

### ***Eng 382: Intro to Gender and Sexuality Studies***

This course is an introduction to the theory, scholarship, and critical approaches to the study of gender and sexuality studies.

Source: <http://catalog.olemiss.edu/liberal-arts/english/eng-382>

Gender Studies

***G St 366: Sex, Gender, and the Bible***

This course examines sexuality in the biblical corpus, analyzes the biblical writers' construction of gender, and explores feminist-critical and masculinist-critical readings of biblical texts.

Source: <http://catalog.olemiss.edu/liberal-arts/sarah-isom-ctr-for-women-gender-studies/g-st-366>

***G St 337: The South and Sexuality***

Students will study the ways in which the South has been constructed through depictions of sexuality, especially forms of sexuality deemed marginal, perverse, and dangerous.

Source: <http://catalog.olemiss.edu/liberal-arts/sarah-isom-ctr-for-women-gender-studies/g-st-337>

***G St 326: Saints and Sexuality***

A survey of holy figures within Christianity and Islam with an emphasis on gender and the body.

Source: <http://catalog.olemiss.edu/liberal-arts/sarah-isom-ctr-for-women-gender-studies/g-st-326>

***G St 324: Men and Masculinities***

This course examines the social meanings of masculinity and men's lives. Students will study men's movements as well as the "crisis of masculinity" and the costs and benefits of patriarchy for men.

Source: <http://catalog.olemiss.edu/liberal-arts/sarah-isom-ctr-for-women-gender-studies/g-st-324>

**University of South Carolina**

Philosophy

***PHIL 333: Contemporary Marxism and Society***

Recent Marxist-inspired critics of politics, science, technology, art, advertising, and other aspects of cultural life, with comparison both to Marx's philosophical and economic writings and to other types of contemporary criticisms.

Source: [http://bulletin.sc.edu/preview\\_course.php?catoid=37&coid=28983](http://bulletin.sc.edu/preview_course.php?catoid=37&coid=28983)

***PHIL 535: Ecofeminism***

An exploration of the connections between oppression of women and oppression of nature.

Source: [http://bulletin.sc.edu/preview\\_course.php?catoid=37&coid=29025](http://bulletin.sc.edu/preview_course.php?catoid=37&coid=29025)

Political Science

***POLI 352: Gender and Politics***

Impact of gender on the distribution of power in society; foundations for intersections of gender, race, social class, and sexuality and their economic, social, and political concomitants.

Source: [http://bulletin.sc.edu/preview\\_course.php?catoid=37&coid=29195](http://bulletin.sc.edu/preview_course.php?catoid=37&coid=29195)

***POLI 476: Black Activism***

Critical review of theories of community organizing, grassroots activism, and social movements, and examination of contemporary forms of black activism.

Source: [http://bulletin.sc.edu/preview\\_course.php?catoid=37&coid=29250](http://bulletin.sc.edu/preview_course.php?catoid=37&coid=29250)

**Vanderbilt University**

African American and Diaspora Studies

***AADS 4198: Global Anti-Blackness and Black Power***

The relationship and relevance of Black Power to anti-blackness in the United States and globally. The systemic marginalization and exclusion of blacks in public life. Their resilience against and resistance to those efforts.

Source: <http://as.vanderbilt.edu/academics/axle/distribution/int.php>

Anthropology

***ANTH 3144: Politics of Reproductive Health.***

Reproductive health politics, with focus on the United States. Role of broader social, economic, and cultural concerns in diverse positions and public debates. How sexuality, race, class, gender, and disability shape experiences of conception, pregnancy, childbirth, kinship, and new medical technologies.

***ANTH 3145: Sexuality, Gender, and Culture.***

Theories and case studies of sexuality and gender in Western and non-Western societies. Crosscultural perspectives on how class, race, ethnicity, culture, and power influence sexual norms and gender roles. Performativity; masculinity and femininity; kinship; religion and sexuality.

Source: <http://as.vanderbilt.edu/academics/axle/distribution/p.php>

### History

#### ***HIST 2660: The Birth of Modern Capitalism and Human Trafficking.***

Closure of the Atlantic slave trade in eighteenth and nineteenth-century Britain and the United States. State formation, the birth of modern human rights discourse, and ideas about compassionate capitalism.

Source: <http://as.vanderbilt.edu/academics/axle/distribution/int.php>

### Women and Gender Studies

#### ***WGS 2612: Lesbian, Gay, Bisexual, and Transgender Studies.***

Introductory study of sexual identity, queer theory, relationships, politics.

Source: <http://as.vanderbilt.edu/academics/axle/distribution/hca.php>

## **University of Kentucky**

### Sociology

#### ***SOC 235: Inequalities in Society***

This course seeks to promote an understanding of inequalities in American society by considering them in the context of the social origins, development, and persistence of inequalities in the United States and other societies. Bases of inequality that may be considered include race/ethnicity, class/status, gender/sexuality, age, political and regional differences as these relate to politics, social justice, community engagement, and/or public policy.

Source: <https://www.as.uky.edu/courses/2016/Fall/SOC/235/001>

#### ***SOC 335: Sociology of Gender***

A sociological study of gender as a socially and culturally constructed phenomenon. Topics shall include the intersection of gender and race/ethnicity and class; sexualities; gender and social movements; sociological theories concerning gender; feminist theory; and research on the relevance of gender to various subfields of sociology

Source: <https://soc.as.uky.edu/courses/2015/Fall/SOC/335/002>



## **Texas A&M University**

### Economics

#### ***ECON 312: Poverty, Inequality and Social Policy***

Determinants of inequality in market earnings; philosophical and economic reasons for redistributing income; issues in measurement of inequality and poverty; examination of major social insurance and welfare programs and how they affect income distribution and performance of the economy.

Source: [http://econweb.tamu.edu/courses/info.htm?course=ECON\\_312](http://econweb.tamu.edu/courses/info.htm?course=ECON_312)

## **Ivy League**

### **Harvard University**

#### Women & Gender Studies

#### ***WOMGEN 1424: American Fetish: Consumer Culture Encounters the Other***

How are notions of human difference, including ethnicity, race, gender, and sexuality, used to sell products in an increasingly global market? We will start in the nineteenth century with the rise of consumer culture, examining how cultures and people considered "primitive" achieved value as objects for exchange and entertainment, and then investigate how this idea takes shape in our contemporary moment. Topics include: sex tourism; commodification of "queer" and multiracial aesthetics; "compassionate" consumption.

Source:

[https://courses.harvard.edu/detail?q=id:d\\_colgsas\\_2015\\_1\\_108549\\_001&returnUrl=search%3Ffq\\_credit\\_level%3Dcredit\\_level%253A%2522Undergraduate%2522%26fq\\_school\\_nm%3Dschool\\_nm%253A%2522Faculty%2520of%2520Arts%2520and%2520Sciences%2522%26fq\\_dept\\_area\\_category%3Ddept\\_area\\_category%253A%2522Women%252C%2520Gender%252C%2520and%2520Sexuality%252C%2520Studies%2520of%2522%26q%3D%26sort%3Dcourse\\_title%2520asc%26start%3D0%26rows%3D25](https://courses.harvard.edu/detail?q=id:d_colgsas_2015_1_108549_001&returnUrl=search%3Ffq_credit_level%3Dcredit_level%253A%2522Undergraduate%2522%26fq_school_nm%3Dschool_nm%253A%2522Faculty%2520of%2520Arts%2520and%2520Sciences%2522%26fq_dept_area_category%3Ddept_area_category%253A%2522Women%252C%2520Gender%252C%2520and%2520Sexuality%252C%2520Studies%2520of%2522%26q%3D%26sort%3Dcourse_title%2520asc%26start%3D0%26rows%3D25)

#### ***WOMGEN 1258: Friends with Benefits?***

How many people would you count as your friends? Facebook friends? Facebook Close Friends? Google+ friends? Other network friends? Friends with Benefits? Does sex get in the way of friendship? Are your friends mostly of the same sex/gender/sexuality? Is it harder to make friends with persons of different sex/gender/sexuality? How have friendships changed as people have become more embedded in online communities? The course will begin with a consideration of current conversations about friendship, including popular TV serials in which friendships are lived and variously configured through sexual relationships. What could we make about meanings of friendship and

sex, and their inter-relationship, in contemporary American culture? We will read various texts that form historical threads that inform our contemporary concepts and practices of friendship and romance. Readings will include Winthrop, Plato, Cicero, Biblical sources, St. Augustine, St. Aquinas, Montaigne, Bray, Marcus, Sedgwick, and Foucault. Finally, we will return to contemporary America, asking what gay marriage, Facebook, and changing conceptions of masculinity/femininity are doing to/for friendship.

Source:

[https://courses.harvard.edu/detail?q=id:d\\_colgsas\\_2015\\_1\\_127756\\_001&returnUrl=search%3Ffq\\_credit\\_level%3Dcredit\\_level%253A%2522Undergraduate%2522%26fq\\_school\\_nm%3Dschool\\_nm%253A%2522Faculty%2520of%2520Arts%2520and%2520Sciences%2522%26fq\\_dept\\_area\\_category%3Ddept\\_area\\_category%253A%2522Women%252C%2520Gender%252C%2520and%2520Sexuality%252C%2520Studies%2520of%2522%26q%3D%26sort%3Dcourse\\_title%2520asc%26start%3D0%26rows%3D25](https://courses.harvard.edu/detail?q=id:d_colgsas_2015_1_127756_001&returnUrl=search%3Ffq_credit_level%3Dcredit_level%253A%2522Undergraduate%2522%26fq_school_nm%3Dschool_nm%253A%2522Faculty%2520of%2520Arts%2520and%2520Sciences%2522%26fq_dept_area_category%3Ddept_area_category%253A%2522Women%252C%2520Gender%252C%2520and%2520Sexuality%252C%2520Studies%2520of%2522%26q%3D%26sort%3Dcourse_title%2520asc%26start%3D0%26rows%3D25)

### ***WOMGEN 1225: Leaning In, Hooking Up: Visions of Feminism and Femininity in the 21st Century***

What does it mean to do feminism or to be a feminist in the 21st-century United States? What can we make of the dominant social expectations for a woman's life? This course explores contemporary ideals of feminine success, including their physical, familial, professional, and political manifestations. We will engage with highly-contested topics, including sexual violence and Title 9; work-life balance; the imperatives of self-care and presentation; and new models for sexuality, reproduction, family, motherhood, and domestic life using the tools of theory and cultural studies to interrogate their framing within popular discourse. Throughout, we will critique ideological formations of gender, particularly as bounded by race, class, and sexuality.

Source:

[https://courses.harvard.edu/detail?q=id:d\\_colgsas\\_2015\\_1\\_159887\\_001&returnUrl=search%3Ffq\\_credit\\_level%3Dcredit\\_level%253A%2522Undergraduate%2522%26fq\\_school\\_nm%3Dschool\\_nm%253A%2522Faculty%2520of%2520Arts%2520and%2520Sciences%2522%26fq\\_dept\\_area\\_category%3Ddept\\_area\\_category%253A%2522Women%252C%2520Gender%252C%2520and%2520Sexuality%252C%2520Studies%2520of%2522%26q%3D%26sort%3Dcourse\\_title%2520asc%26start%3D0%26rows%3D25](https://courses.harvard.edu/detail?q=id:d_colgsas_2015_1_159887_001&returnUrl=search%3Ffq_credit_level%3Dcredit_level%253A%2522Undergraduate%2522%26fq_school_nm%3Dschool_nm%253A%2522Faculty%2520of%2520Arts%2520and%2520Sciences%2522%26fq_dept_area_category%3Ddept_area_category%253A%2522Women%252C%2520Gender%252C%2520and%2520Sexuality%252C%2520Studies%2520of%2522%26q%3D%26sort%3Dcourse_title%2520asc%26start%3D0%26rows%3D25)

### ***WOMGEN 1200SH: Power to the People: Black Power, Radical Feminism, and Gay Liberation, 1955-1975***

An introduction to the radical American social change movements of the 1960s and 70s. We will examine the specific historical conditions that allowed each of these movements to develop, the interconnections and contradictions among them, and why they ultimately lost political power. Along with historical analysis, we will examine primary source materials, manifestos, autobiographies, and media coverage from the period, as well as relevant films, music, and fiction. The class will be a mixture of lecture and discussion.

Source:

[https://courses.harvard.edu/detail?q=id:d\\_colgsas\\_2015\\_1\\_108482\\_001&returnUrl=search%3Ffq\\_credit\\_level%3Dcredit\\_level%253A%2522Undergraduate%2522%26fq\\_sc](https://courses.harvard.edu/detail?q=id:d_colgsas_2015_1_108482_001&returnUrl=search%3Ffq_credit_level%3Dcredit_level%253A%2522Undergraduate%2522%26fq_sc)

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### ***WOMGEN 1271: Women and War: Gender, Race, and the Politics of Militarism***

This course examines scholarship on gender, sexuality, and race within a multitude of feminist disciplines in order to suggest productive interventions in analyses of women and warfare. Refuting essentialized notions of womanhood as passive, peaceful, and submissive, this class encourages students to move beyond thinking about what men and women do in war, and instead consider how gendered constructs are necessary for war. Memoirs, documentaries, military policy, and legal cases will serve as case studies to analyze contemporary and historical issues of gender and militarism.

Source:

[https://courses.harvard.edu/detail?q=id:d\\_colgsas\\_2015\\_1\\_156221\\_001&returnUrl=search%3Ffq\\_credit\\_level%3Dcredit\\_level%253A%2522Undergraduate%2522%26fq\\_school\\_nm%3Dschool\\_nm%253A%2522Faculty%2520of%2520Arts%2520and%2520Sciences%2522%26fq\\_dept\\_area\\_category%3Ddept\\_area\\_category%253A%2522Women%252C%2520Gender%252C%2520and%2520Sexuality%252C%2520Studies%2520of%2522%26q%3D%26sort%3Dcourse\\_title%2520asc%26start%3D0%26rows%3D25](https://courses.harvard.edu/detail?q=id:d_colgsas_2015_1_156221_001&returnUrl=search%3Ffq_credit_level%3Dcredit_level%253A%2522Undergraduate%2522%26fq_school_nm%3Dschool_nm%253A%2522Faculty%2520of%2520Arts%2520and%2520Sciences%2522%26fq_dept_area_category%3Ddept_area_category%253A%2522Women%252C%2520Gender%252C%2520and%2520Sexuality%252C%2520Studies%2520of%2522%26q%3D%26sort%3Dcourse_title%2520asc%26start%3D0%26rows%3D25)

### ***WOMGEN 1457: Queering Affect: What's Good about Feeling Bad***

This course focuses on the discourse of affliction—of bad feelings such as mourning, melancholia, depression, bitterness, shame, despair, and disappointment----that has during the last decade arisen at the intersection of queer theory and affect theory. Authors considered include Sara Ahmed, Lauren Berlant, Anne Cheng, Ann Cvetkovich, Lee Edelman, David Eng, Jack Halberstam, Heather Love, Sianne Ngai, José Muñoz, Maggie Nelson, and Kathleen Steward.

Source: <https://locator.tlt.harvard.edu/course/colgsas-203221>

### Anthropology

### ***ANTHRO 1648 : Latin@s Remaking America: Immigration, Culture and Language***

An introduction to the multiple ways the Latino diaspora is challenging and contributing to the revitalization of the cultural, religious and democratic processes in the United States. Special focus on migration histories to and from Latin America, cultural exchange and social practices in families, citizenship, the arts and religious traditions. Attention to the robust debates about immigration reform, ethnic identity, Dreamers, education, bilingualism, and American cultures as cores and borderlands.

Source:

[https://courses.harvard.edu/detail?q=id:d\\_colgsas\\_2015\\_2\\_110089\\_001&returnUrl=search%3Ffq\\_credit\\_level%3Dcredit\\_level%253A%2522Undergraduate%2522%26fq\\_sc](https://courses.harvard.edu/detail?q=id:d_colgsas_2015_2_110089_001&returnUrl=search%3Ffq_credit_level%3Dcredit_level%253A%2522Undergraduate%2522%26fq_sc)

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## **Yale University**

### African American Studies

#### ***AFAM 301a / PLSC 334a: The Making of Black Lives Matter***

Intellectual history and philosophical underpinnings of black political and social thought relevant to the Black Lives Matter social movement. The works of black writers; the role of love in social justice; how artistic movements impact critical black thought; sexuality, gender, and invisibility; and whether the role of leaders is still relevant in black politics and movements.

Source: <http://catalog.yale.edu/ycps/subjects-of-instruction/african-american-studies/#courseinventory>

#### ***AFAM 399a / AMST 341a / ER&M 407a: Race and Capitalism***

This interdisciplinary seminar explores, both theoretically and historically, how racial formations are bound to the formations of capitalism. Focus on the American scene, with sustained inquiry on slavery, its commodity logics, and their residues. Consideration of the effects of immigration and globalization.

Source: <http://catalog.yale.edu/ycps/subjects-of-instruction/ethnicity-race-migration/>

### Ethnicity, Race, and Migration

#### ***ER&M 376b / MGRK 304b / PLSC 376b / SOCY 307b: Extreme and Radical Right Movements***

Extreme and radical right movements and political parties are a recurrent phenomenon found in most parts of the world. Discussion of their foundational values and the causes of their continuous, even increasing, support among citizens and voters.

Source: <http://sociology.yale.edu/academics/undergraduate-program/undergraduate-coursesyale-bulletin>

### Political Science

#### ***PLSC 225a: Policing in America***

Examination of major innovations in policing over the past three decades. The effects of these changes on crime control and public safety; the extent to which new approaches have been implemented in police departments; dilemmas these approaches have created for police management. Analysis of critical issues that persist in the profession, including race, the use of force, and police deviance.

## Women's, Gender, and Sexuality Studies

### ***WGSS 205a: Bodies and Pleasures, Sex and Genders***

Sexuality explored as an embodied, historical production. Focus on the dynamic, contested relationship between the concepts of gender and sexuality. Investigation of sexuality at the sites of racial difference, psychoanalysis, AIDS, transnationality, U.S. law, publicity, and politics. Ways in which pleasure, power, and inequality are unevenly imbricated. Includes occasional evening screenings.

Source: <http://catalog.yale.edu/ycps/subjects-of-instruction/womens-gender-sexuality-studies/#coursestext>

### ***WGSS 324b: Transgender Cultural Production***

Introduction to Trans- Studies, with focus on transfeminist cultural production in the United States and Canada. Exploration of key theoretical texts; activist histories and archives; and wide range of expressive cultures, including film and video, performance, spoken word, memoir, blogging, and other new media.

Source: <http://catalog.yale.edu/ycps/subjects-of-instruction/womens-gender-sexuality-studies/#coursestext>

## **Princeton University**

### African American Studies

### ***AAS 442 / AFS 442 / COM 425: Radical African Thought and Revolutionary Youth Culture***

African thought continues to be marginalized, even though radical black intellectuals have shaped a number of social movements and global intellectual history. African youths are innovating new models that are revolutionizing the sciences, law, social and visual media, fashion, etc. In this class, we read classics of African thought and study contemporary African youth culture together to theorize what is happening in Africa today. This includes reading such African theorists as Frantz Fanon, V. Y. Mudimbe, and Achille Mbembe, and researching innovations in contemporary African urban popular culture.

Source: [https://registrar.princeton.edu/course-offerings/course\\_details.xml?courseid=013702&term=1172](https://registrar.princeton.edu/course-offerings/course_details.xml?courseid=013702&term=1172)

### Gender and Sexuality Studies

### ***GSS 201: Introduction to Gender and Sexuality Studies***

What does it mean to be a woman or a man? Or neither? How do gender and sexuality, those seemingly most personal and private of attributes, emerge from networks of power and social relations? This course introduces major concepts in the interdisciplinary field of gender and sexuality studies. We will analyze the ways in which gender, as an object of

study and as a lived experience, intersects with class, race, and ability, and will examine the relation between gender, sexuality and power in literary, philosophical, political and medical discourses.

Source: [https://registrar.princeton.edu/course-offerings/course\\_details.xml?courseid=007285&term=1172](https://registrar.princeton.edu/course-offerings/course_details.xml?courseid=007285&term=1172)

## **Dartmouth College**

### Women, Gender, and Sexuality Studies

#### ***WGSS 65.06: Radical Sexuality: Of Color, Wildness, and Fabulosity***

This course examines how issues of race and sexuality are elemental to radical formulations of queer theory. We will begin with a deep study of U.S. feminist and queer of color critiques to understand how social formations are embroiled in nationalist, colonial as well as free market ideals and practices. Our focus on the quotidian and staged experiences of those who identify or are identified as an outsider, misfit, or the Other is an invitation to intensively analyze and perform what it means to be at once queer and gendered, queer of color, and queer and wild. From accents and affects to styling and production, we will read a range of manifestos, performances, literature, and art that conform to and yet also deviate from what is normal or acceptable in mainstream, U.S.-American society. The key words in the title, "Of Color, Wildness and Fabulosity," are suggestive of alternative queer practices in the U.S. and around the world that engage, exceed or even explode dominant categories of race, gender and sexuality. It explores, in other words, queer theory and praxis using diasporic perception or minority perspectives.

Source: <http://dartmouth.smartcatalogiq.com/en/2015/orc/Departments-Programs-Undergraduate/Womens-Gender-and-Sexualities-Studies-Program/WGSS-Womens-Gender-and-Sexualities-Studies/WGST-65-06>

#### ***WGSS 53.02: Hand to Mouth: Writing, Eating, and the Construction of Gender***

Our perceptions of food are often limited to familiarity with its preparation and consumption, but do we consider food as an extension of the self or as a marker of class, gender and sexuality? This course will look at food as an intersection of production, consumption and signification, and at how different cultural traditions regulate gender by infusing food with socially determined codes. Readings include Margaret Atwood, Isak Dinesen, Marguerite Duras, Laura Esquivel, among others.

Source: <http://dartmouth.smartcatalogiq.com/en/2015/orc/Departments-Programs-Undergraduate/Womens-Gender-and-Sexualities-Studies-Program/WGSS-Womens-Gender-and-Sexualities-Studies/WGSS-53-02>

### Sociology

#### ***SOCY 26: Capitalism, Prosperity and Crisis***

Capitalism in the last five centuries generated great wealth and prosperity in Western societies. In the last few decades, capitalism assumed a global character affecting social and economic life of the vast majority of the people in the world. Yet, capitalism has also been plagued by economic decline and failures, causing massive human suffering. This course will study the nature of capitalism, sources of prosperity and crisis, inequality in distribution of economic and political power.

Source: <http://dartmouth.smartcatalogiq.com/en/2015/orc/Departments-Programs-Undergraduate/Sociology/SOCY-Sociology/SOCY-26>

### ***SOCY 45: Inequality and Social Justice***

Social stratification refers to the unequal distribution of socially valued resources such as wealth, prestige, and power, across different groups in society. This course examines sociological research on the extent of these inequalities, how they are generated, and the consequences they bear. With an emphasis on historical and contemporary patterns of inequality in the United States, specific topics may include: wealth and income inequality; poverty; the intersection of class, race/ethnicity, and gender; educational attainment; and social change.

Source: <http://dartmouth.smartcatalogiq.com/en/2015/orc/Departments-Programs-Undergraduate/Sociology/SOCY-Sociology/SOCY-45>

## **University of Pennsylvania**

### Sociology

### ***SOCI 122: Sociology of Gender***

Gender is an organizing principle of society, shaping social structures, cultural understandings, processes of interaction, and identities in ways that have profound consequences. It affects every aspect of people's lives, from their intimate relationships to their participation in work, family, government, and other social institutions and their place in the stratification system. Yet gender is such a taken for granted basis for differences among people that it can be hard to see the underlying social structures and cultural forces that reinforce or weaken the social boundaries that define gender. Differences in behavior, power, and experience are often seen as the result of biological imperatives or of individual choice. A sociological view of gender, in contrast, emphasizes how gender is socially constructed and how structural constraints limit choice. This course examines how differences based on gender are created and sustained, with particular attention to how other important bases of personal identity and social inequality--race and class-interact with patterns of gender relations. We will also seek to understand how social change happens and how gender inequality might be reduced.

Source: <https://sociology.sas.upenn.edu/pc/course/2014A/SOCI122>

### ***SOCI 005-001: American Society***

What is American Society? The literary critic, Leslie Fiedler once wrote, "To be an American...is precisely to imagine a destiny rather than to inherit one; since we have always been, insofar as we are Americans at all, inhabitants of myth rather than history."

In this course we will explore the elements of the myth that form the basis of the civil religion as well as the facts on the ground that contradict our conceptions of American Society. Examples of mythic elements and their contradiction that we will explore are: A nation founded to pursue liberty and freedom yet allowed slavery; equality of opportunity and persistent structural inequality; and a welcoming of the Immigrant coupled with a suspicion of the outsider.

Source: <https://docs.google.com/document/d/1tb-oWZQRAsUmjqE1s4KAUeGDKOUBubR1NdYEuvt6BT8/edit>

### ***SOCI 041-302: Poverty & Inequality***

What does it mean to live in poverty in the "land of plenty" and experience inequality in the "land of opportunity?" This Freshman Seminar explores these questions and others related to poverty and inequality in contemporary America. The first part of this course focuses on poverty. We will examine topics such as poverty perceptions and measurement, poverty trends, causes of poverty, poverty-related outcomes, and anti-poverty policy. The second part of this course focuses on inequality more broadly. We will examine how inequality is defined and what it looks like in the U.S. We will compare the "Haves" and the "Have Nots" and discuss social class, mobility, wealth, and privilege. Lastly, we will explore how different domains (e.g. education, the labor market, health, the justice system) produce, maintain, and reproduce inequalities. Throughout the semester, we will consider the roles of race/ethnicity, gender, age, and place, and how they help deepen our understanding of poverty and inequality. Although the primary focus of this course is the United States, some of the readings include cross-national comparisons to help further understand the U.S. context. To encourage engaged class discussions, students will complete short weekly responses regarding course readings.

Source: <https://docs.google.com/document/d/1tb-oWZQRAsUmjqE1s4KAUeGDKOUBubR1NdYEuvt6BT8/edit>

### ***SOCI 143-601: Modern Social Movements***

This course will focus primarily on social movements. We focus on what constitutes social movements at their core, including their historical and political context, their grievances, their resources, and their mobilizations. We will consider various key theoretical perspectives on social movements. However, the greater portion of the course will focus on social movements with explicit political goals in the context of U.S. history. We will look at key movements including: the labor movement, the black liberation movement, the feminist movement, and the new left. We will also consider rightward movements including white supremacist movements, and anti-abortion movements. We will also consider key movements from today including the LGBTQ movement, the Tea party movement, the Occupy movement, and contemporary movement for black lives. We will try to analyze these movements using a sociological lens in an attempt to explain how and why they happened.

Source: <https://docs.google.com/document/d/1tb-oWZQRAsUmjqE1s4KAUeGDKOUBubR1NdYEuvt6BT8/edit>



## Top Liberal Arts Colleges: US News & World Report

### **Williams College**

#### American Studies

#### ***AMST 440: Racial Capitalism***

This class will interrogate the ways in which capitalist economies have "always and everywhere" relied upon forms of racist domination and exclusion. Although the United States will be in the foreground, the subject requires an international perspective by its very nature. We will consider the ways in which the violent expropriation of land from the indigenous peoples of the Americas, paired with chattel slavery and other coercive forms of labor, made possible the rise of a capitalist world economy centered in Europe during the early modern period. We will then explore ways racial divisions have undermined the potential for unified movements of poor and working people to challenge the prerogatives of wealthy citizens, and served to excuse imperial violence waged in the name of securing resources and "opening markets". Ideas about gender and sexuality always undergird racial imaginaries, so we will study, for instance, the ways rhetoric about "welfare queens" has impacted public assistance programs, and claims about the embodiment of Asian women play into the international division of labor. We will also be attentive to the means -from interracial unionism to national liberation struggles-by which subjects of racial capitalism have resisted its dehumanizing effects. This is a reading intensive course that will challenge students to synthesize historical knowledge with concepts drawn from scholars working in the traditions of Marxist, decolonial, and materialist feminist thought, including: Angela Davis, Cedric Robinson, Anibal Quijano, Chandra Mohanty, David Roediger, Stuart Hall, Ruth Wilson Gilmore, and Silvia Federici

Source:

<http://catalog.williams.edu/catalog.php?&strm=1171&subj=ECON&cn=299&sctn=01&rsid=011913>

#### Women's, Gender, and Sexuality Studies

#### ***WGSS 244: Actually Existing Alternative Economies***

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including 'Solidarity Economy' and 'New Economy' to group together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, 'a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.' In this tutorial we will learn and debate about some of the activities being named and built under this label, such as the networks of worker-owned

cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, open source development, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century, to examples in post-Independence Africa. The ILO declared 2012 the International Year of Cooperatives and argued that they are a particularly appropriate form to African development. Is this plausible, and what role might coops play in AIDS-affected communities? Feminist geographers Julie Graham and Katherine Gibson developed practices of 'mapping' local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? And finally, why is the solidarity economy now so much more advanced in other countries than the US? The course fulfills the Exploring Diversity Initiatives requirement because of its central focus on the diversity of economic institutions within and across countries.

Source:

<http://catalog.williams.edu/catalog.php?&strm=1173&subj=WGSS&cn=244&sctn=T1&rsid=019977>

## **Amherst College**

### Anthropology

#### ***ANTH 43: Economic Anthropology and Social Theory***

This course will look at the relationship between economy and society through a critical examination of Marx with particular emphasis on pre-capitalist economies. The more recent work of French structural Marxists and neo-Marxists, and the substantivist-formalist debate in economic anthropology will also be discussed. The course will develop an anthropological perspective by looking at such “economic facts” as production, exchange systems, land tenure, marriage transactions, big men and chiefs, state formation, peasant economy, and social change in the modern world.

Source: [https://www.amherst.edu/course\\_scheduler/info/BLST-235-01-1617F?TB\\_iframe=1&width=915&height=400](https://www.amherst.edu/course_scheduler/info/BLST-235-01-1617F?TB_iframe=1&width=915&height=400)

### Black Studies

#### ***BLST 235: Black Panther, Black Power***

The iconic, militant images of the Black Power and Black Panther movements are familiar, embodying so many of the cultural and political shifts in African-American life after the civil rights movement. But what sort of concepts of liberation, identity, and revolution generated such iconic images? Why did armed struggle and other forms of militancy emerge as centerpieces of political thinking and mobilization? This course reads key players in the Black Power and Black Panther movements as vernacular

intellectuals, revolutionary theorists, and transformative figures in African-American culture, from the early blending of the civil rights struggle with armed resistance in the writings of Robert F. Williams to charismatic and influential figures like Stokely Carmichael and Huey Newton to key feminist interventions by Elaine Brown and Angela Davis. We also read the revolutionary sources of both movements, with particular focus on W.E.B. DuBois, Frantz Fanon, Che Guevara, and Mao Tse-Tung, in order to engage fully with their sense of Black militancy and a revolutionary global south. Lastly, the course will draw out key differences in the cultural and political visions of the Black Power and Black Panther movements, including conceptions of race, gender, class, internationalism, and sexuality.

Source: [https://www.amherst.edu/course\\_scheduler/info/ANTH-343-01-1617F?TB\\_iframe=1&width=915&height=400](https://www.amherst.edu/course_scheduler/info/ANTH-343-01-1617F?TB_iframe=1&width=915&height=400)

## **Swarthmore College**

### Religion

#### ***RELG 032: Queering God: Feminist and Queer Theology***

The God of the Bible and later Jewish and Christian literature is distinctively masculine, definitely male. Or is He? If we can point out places in traditional writings where God is nurturing, forgiving, and loving, does that mean that God is feminine, or female? This course examines feminist and queer writings about God, explores the tensions between feminist and queer theology, and seeks to stretch the limits of gendering-and sexing-the divine. Key themes include: gender; embodiment; masculinity; liberation; sexuality; feminist and queer theory.

Source: [http://catalog.swarthmore.edu/preview\\_program.php?catoid=7&poid=266](http://catalog.swarthmore.edu/preview_program.php?catoid=7&poid=266)

#### ***RELG 033: Queering the Bible***

This course surveys queer and trans\* readings of biblical texts. It introduces students to the complexity of constructions of sex, gender, and identity in one of the most influential literary works produced in ancient times. By reading the Bible with the methods of queer and trans\* theoretical approaches, this class destabilizes long held assumptions about what the bible—and religion—says about gender and sexuality.

Source: [http://catalog.swarthmore.edu/preview\\_program.php?catoid=7&poid=266](http://catalog.swarthmore.edu/preview_program.php?catoid=7&poid=266)

#### ***RELG 040: Rape, Slavery, and Genocide in Bible and Culture***

This course examines biblical “texts of terror.” It explores the functions of violence in religious writings as well as their influence and impact on current cultural issues. What are the biblical contributions to or roots of current societal crises about gender, race, and war? What are the limits and limitations placed on rape, slavery, and genocide in the Bible that are obscured in current (mis)uses of biblical precedents in support of such modern day atrocities? Without collapsing the distinctions between or simply blaming the Bible for current manifestations of extreme violence, this class aims to bring these

“texts of terror” into the open to help facilitate critical discussion about, and critique of, violence then and now.

Source: [http://catalog.swarthmore.edu/preview\\_program.php?catoid=7&poid=266](http://catalog.swarthmore.edu/preview_program.php?catoid=7&poid=266)

### ***RELG 037: Sex, Gender, and the Bible***

The first two chapters of the biblical book of Genesis offer two very different ancient accounts of the creation of humanity and the construction of gender. The rest of the book of Genesis offers a unique portrayal of family dynamics, drama and dysfunction, full of complex and compelling narratives where gender is constantly negotiated and renegotiated. In this class, we will engage in close readings of primary biblical sources and contemporary feminist and queer scholarship about these texts, as we explore what the first book of the Bible says about God, gender, power, sexuality, and “family values.”

Source: [http://catalog.swarthmore.edu/preview\\_program.php?catoid=7&poid=266](http://catalog.swarthmore.edu/preview_program.php?catoid=7&poid=266)

## **Bowdoin College**

### Gender and Women’s Studies

### ***GWS 2305 c-ESD: Transgender Latina Immigration: Politics of Belonging and Labor in the United States.***

What happens to feminist theory and practice when the lives of transgender Latina immigrants in the US are explored? How does this academic practice shape the way the power of immigration policy, biological determinism, and nativism are analyzed? Drawing from transgender studies, women of color feminisms, and sociology of labor migration, uses an interdisciplinary approach to critically examine the lives of transgender Latina immigrants in the U.S. Considers social difference along the lines of class, race, gender identity, and immigration status illuminating the various ways in which social and material borders have been constructed around gender and geographical terrains. Focuses on the current social conditions of transgender Latinas in the US and brings to the surface the implications of socially constructed categories of gender and citizenship in the country.

Source:

[https://www.bowdoin.edu/registrar/courseinfo/pdf/Spring/S16\\_Schedule%20of%20Course%20Offerings.pdf](https://www.bowdoin.edu/registrar/courseinfo/pdf/Spring/S16_Schedule%20of%20Course%20Offerings.pdf)

## **Middlebury College**

### Sociology and Anthropology

### ***SOAN 0240: Inequality and the American Dream***

In this course we will explore sociological attempts to explain who “gets ahead” in the contemporary United States. We will discuss two distinct issues that are often conflated in public discussions: economic inequality and social mobility. We will consider the

conceptual and empirical associations between these measures, how each has changed over time, how the United States compares to other countries, and how different social environments (such as colleges, neighborhoods, and families) influence life chances within and across generations. We will also examine the challenges of producing research about these topics, focusing on both theoretical and methodological issues.

Source: <http://www.middlebury.edu/academics/catalog/coursecatalog#soan>

### Gender, Sexuality and Feminist Studies

#### ***GSFS 0413: White People***

White people are often invisible when it comes to having a race. In this course we will begin by considering the formation of whiteness in post Civil War America. We will read histories of whiteness, such as Grace Elizabeth Hale's *Making Whiteness*, as well as consider important milestones in whiteness, from the films *Birth of a Nation* and *Gone With The Wind* to the blog "What White People Like." Finally we will use essays, blogs, photographs, and videos to make white people at Middlebury visible by documenting how they represent themselves through language, dress, and rituals.

Source: <http://www.middlebury.edu/academics/catalog/coursecatalog#soan>

### **Wellesley College**

#### American Studies

#### ***AMST 281: Rainbow Republic: American Queer Culture from Walt Whitman to Lady Gaga***

Transgender rights, gay marriage, and Hollywood and sports figures' media advocacy are only the latest manifestations of the rich queer history of the United States. This course will explore American LGBTQ history and culture from the late nineteenth century to the present, with an emphasis on consequential developments in society, politics, and consciousness since Stonewall in 1969. The course will introduce some elements of gender and queer theory; it will address historical and present-day constructions of sexuality through selected historical readings but primarily through the vibrant cultural forms produced by queer artists and communities. The course will survey significant queer literature, art, film, and popular culture, with an emphasis on the inventive new forms of recent decades. It will also emphasize the rich diversity of queer culture especially through the intersectionality of sexuality with race, ethnicity, class, and gender.

Source: <http://wellesley.smartcatalogiq.com/en/2015-2016/Course-Catalog/2015-2016-Course-Catalog/Departments-and-Programs/American-Studies/American-Studies-Courses/200/AMST-281>

#### Economics

#### ***ECON 343 Seminar: Feminist Economics***

An exploration of the diverse field of feminist economics that critically analyzes both economic theory and economic life through the lens of gender and advocates various forms of feminist economic transformation. Areas of focus include: economic analysis of gender differences and inequality in the family and in the labor market; feminist critiques of current economic institutions and policies, and suggested alternatives; and feminist critiques of economic theory and methodology.

Source: <http://wellesley.smartcatalogiq.com/en/2015-2016/Course-Catalog/2015-2016-Course-Catalog/Departments-and-Programs/Department-of-Womens-and-Gender-Studies/Womens-and-Gender-Studies-Courses>

### Women's and Gender Studies

#### ***WGST 208: Queer Cultures in Single-Sex Spaces***

What is it about the unique intimacy found in single-sex spaces that has generated so much cultural anxiety, social policing, and potential possibilities for same-sex love and desire? From nunneries and the navy, to Orientalist fascination with "the harem," to prisons, boarding schools, and women's colleges, we will consider the enduring significance of single-sex environments as places that contain, generate, provide refuge for, and/or punish "queer" expressions of sexuality and romance. We will consider the interplay between women's colleges and women's sexual fluidity; black Southern gay men's relationships in HBCUs, churches, and the military; and same-sex relationships in 19th-century European brothels. Film and television screenings will include selections like *The Children's Hour*, *Thérèse et Isabelle*, *Lost and Delirious*, and *Orange is the New Black*.

Source: <http://wellesley.smartcatalogiq.com/en/2015-2016/Course-Catalog/2015-2016-Course-Catalog/Departments-and-Programs/Department-of-Womens-and-Gender-Studies/Womens-and-Gender-Studies-Courses/200/WGST-208>

### **Big 10 Conference**

#### **Northwestern University**

##### Gender Studies

#### ***GNDR ST 233-0: Gender, Politics, and Philosophy***

Role of gender difference in the main political-philosophical traditions: social contract, liberalism, republicanism, socialism- Marxism, critical theory. Classics of feminist and political thought (Wollstonecraft, Mill, Taylor, Engels) and contemporary debates.

Source:

[http://www.registrar.northwestern.edu/courses/archive/nucat\\_2015\\_16/nu\\_undergraduate\\_catalog\\_2015\\_16r2.pdf](http://www.registrar.northwestern.edu/courses/archive/nucat_2015_16/nu_undergraduate_catalog_2015_16r2.pdf)

## **Purdue**

### Philosophy

#### ***PHIL 31900: Classic And Contemporary Marxism***

A systematic exposition and analysis of principal elements in the philosophy of Marx, followed by a survey of some important twentieth-century writers in the Marxian tradition (e.g., Lenin, Lukacs, Marcuse, the Yugoslav Praxis group, etc.)

Source: [http://catalog.purdue.edu/preview\\_course\\_nopop.php?catoid=7&coid=52908](http://catalog.purdue.edu/preview_course_nopop.php?catoid=7&coid=52908)

## **University of Michigan**

### American Culture

#### ***AMCULT 221: Social Inequality***

While many in the United States embrace the rhetoric of equal rights and the American Dream, inequality persists in living standards, power over resources, and life chances. This course explores the causes and often profound consequences of social inequality for individuals and groups in the United States. We will consider various theoretical perspectives on both historical and contemporary social inequalities. We will examine how social inequalities are experienced and maintained by studying various dimensions of inequality including race, gender/sexuality, and social class. The readings, lectures, and videos will address inequality in a variety of social settings including jobs and labor markets, the educational system, the political system, the criminal justice system among other venues. The course material will encourage students to think critically and to attempt to make sense of various inequalities in the United States and to a limited degree, in the world, at large. Ultimately our goal is to attempt to develop answers to the central question that motivates much sociological inquiry into inequality: Who gets what and why?

Source: [http://www.lsa.umich.edu/cg/cg\\_openclasses.aspx?txtsubject=AMCULT](http://www.lsa.umich.edu/cg/cg_openclasses.aspx?txtsubject=AMCULT)

#### ***AMCULT 411: Rednecks, Queers, and Country Music: Identity & Social Status in Popular Culture***

What does country music or the “redneck” have to do with the queer? In America’s dominant middle-class culture country is linked to heterosexual white, rural, working-class, southern, and Midwestern people and is often invoked as a symbol of “redneck” bigotry. Queer identity, on the other hand, is associated with gay men and multicultural urban, bourgeois, coastal lifestyles. The intersection of these seemingly incompatible categories calls into question prevalent notions concerning each of them. Thus this seminar asks how music that to many people sounds homophobic and racist serves as a medium for multicultural social and erotic exchange among queer country fans.

Source: [http://www.lsa.umich.edu/cg/cg\\_openclasses.aspx?txtsubject=AMCULT](http://www.lsa.umich.edu/cg/cg_openclasses.aspx?txtsubject=AMCULT)

## **Big East Conference**

### **DePaul**

#### **Economics**

##### ***ECO 319: Economics and Gender***

This course covers economic trends concerning women in the economy and examines economic analyses of gender issues, with special emphasis on gender issues in the work place. The increase in the number of women in the work place has been a major change in labor markets, affecting workers, employers and families. Different economic perspectives are examined to give students an understanding of the range of contributions by economists to this field. The course also examines feminist economics which raises concerns about economic analysis in general and as it is applied to this field.

Source: <http://www.depaul.edu/university-catalog/course-descriptions/Pages/default.aspx?letter=E&subject=Economics>

##### ***ECO 330: The Economics of Socialism***

The origin of socialist economic theory and its relationship to modern economic analysis. Socialist critiques of capitalist economies and capitalist economic theory are developed and related to the theoretical basis for socialism in modern economic theory.

Source: <http://www.depaul.edu/university-catalog/course-descriptions/Pages/default.aspx?letter=E&subject=Economics>

#### **Political Science**

##### ***PSC 333: Marxism***

An analysis of Marxist political and economic thought as represented by the writings of Marx, Lenin, Trotsky, Lukacs, Sartre. Primary texts will be examined, and their application to the contemporary setting considered.

Source: <http://www.depaul.edu/university-catalog/course-descriptions/Pages/default.aspx?letter=P&subject=Political%20Science>

##### ***PSC 368: Rights-Based Social Movements***

This course offers an in-depth look at the relationship between rights, identity, and social movements. It will examine how activists pursue policy goals through the use of rights-based legal strategies. Course material will cover a diverse set of groups, which may include: African Americans, disabled persons, Native Americans, immigrants, gun owners, women, anti-abortion activists, opponents of affirmative action, and LGBTQ individuals.



Source: <http://www.depaul.edu/university-catalog/course-descriptions/Pages/default.aspx?letter=P&subject=Political%20Science>

Women and Gender Studies

***WGS 342: Queer Pioneers: Culture, Gender, and Political Activism***

This course examines some of the historical roots and contemporary realities of lesbian and gay politics in the United States through the biographies of pioneering individuals whose lives and work shaped an ongoing struggle for civil rights and social justice. The biographies of individuals who, as activists and artists, rose to challenge the conventions of culture, gender, and political exclusion will be studied in-depth to both illuminate the politics of social movement and suggest how these diverse individuals and experiences may influence past and future efforts for cultural and political change.

Source: <http://www.depaul.edu/university-catalog/course-descriptions/Pages/default.aspx?letter=W&subject=Women>

***SOC 479: Men, Masculinity, and Power***

This course reviews the development of men's studies and its connection with the development of women's studies. It examines the construction of masculinity and the issue concerning gender inequality.

Source: <http://www.depaul.edu/university-catalog/course-descriptions/Pages/default.aspx?letter=S&subject=Sociology&course=SOC305>

**Providence**

Black Studies

***BLS 313: The Power of Whiteness***

Historical development of “whitenesses” within the context of colonialism, slavery, imperialism and globalization and their aftermaths as a way of understanding the cultural environments and processes of ethno-racial and gender-sexual identity formation today. Hegemonic whiteness is deconstructed and challenged. Whiteness is examined as an unnamed, unmarked category, “whites are just normal,” that carries powers and privileges.

Source: <http://www.depaul.edu/university-catalog/course-descriptions/Pages/default.aspx?letter=S&subject=Sociology&course=SOC305>