

Women's Studies Course Descriptions – Spring 2009

***ANTH 181/WS 195: *Anthropology & Feminism* (Burtner)**

Block: E+ MW 10:30-11:45

In this seminar we will explore the development and content of “an international feminist movement” in the context of globalization. This exploration begins with the question “How does taking gender into account change our understanding of political thoughts, institutions, and organizing?” To answer this we will integrate social science with public policy perspectives. We will analyze the impact of various traditions of feminist methodologies on interpretations of the state, civil society and international relations, by studying the impacts global political developments (such as democratization) and national and regional economic policies (such as liberalization, privatization, decentralization and transnationalism) are having on women and on the agendas of the female-centered organizations they work with. We begin by 1) reviewing and critiquing debates related to gender identity, sexual difference and socio-political and sexual domination and 2) discussing globalization as a process that affects women and men differently in different contexts. Once this theoretical framework is established, we move on to explore how feminist analyses have dealt with the pressing issues of violence, security and political participation – as they are experienced through the human body, drawing on cases from Latin America, Asia and Africa. We conclude by demonstrating just how strongly gender is linked to globalization, analyzing the work of feminist leaders and organizations in the areas of human rights and the ongoing struggle for global economic and environmental equality and social justice - and considering what should be included on the global feminist agenda in the 21st century.

This seminar is designed to provide students with a solid foundation in contemporary theory, practice, and debate in feminist anthropology (ethnography and ethno-history), examining issues including: feminism and postmodernism/poststructuralism; subjectivity and difference; power and marginality; labor and resistance; kinship and reproduction. Emphasis will be given, throughout the course, to intersections between gender and other social relations including race, ethnicity, class, and sexual orientation.

ARB 192 ww: *Sexuality & Gender in Arabic Literature & Film* (Anishchenkova)

Block: M+ MW 6:00-7:15

The phrase “sexuality in Arab culture” might seem an oxymoron, as we tend to think of Arab societies as strictly puritan and conservative. However, Arabic literature and other cultural genres (film, pop music, TV, etc) offer numerous representations of sexuality and the body. In this seminar, we will explore the history of sexuality in Arabic narrative discourse, from pre-Islamic times to the 21st century, in various literary genres (including poetry, short story and novel), films and music videos. We will investigate how local cultural differences (for example, Morocco vs. Egypt vs. Saudi Arabia) influence the ways in which gender and sexuality are constructed in narratives from different parts of the Arab world. The course also examines the role of gender and the body in various socio-cultural and political discourses, such as nationalism, urbanity, religiosity and secularism. Readings will include theory. This class is a seminar and will require a 20-page final paper.

The writing workshop component of the course is mandatory. The students will learn how to improve their academic writing skills through a series of in-class writing exercises, peer review, and detailed feedback from the instructor. No extra graded work will be assigned.

Community Health 104: *Women & Health* (Spielberg)

Block:H+ TTh 1:30-2:45

This multi-disciplinary course introduces a broad range of concepts and issues related to contemporary women, health, and health care in the United States. We begin with an examination of critical concepts including sex, gender, race, ethnicity, culture, class, and racism through analytical and narrative readings. Conventional indicators of women's health, past and present research on women's health, and the women's health movement help us begin to understand our knowledge about women's health status. Violence and mental health, including depression, eating concerns, and substance abuse receive extended attention. Poverty and the social safety net, private health insurance and health care reform

precede our attention to women's traditional healing roles as midwives, home health workers, and family caregivers, as well as the growing role of *promotoras*.

Drama 46: *International Women Film Directors* (Kouguell)

Block: Th 11:50-2:20

Although female directors are still considered a minority in the international film industry, their contribution is significant. The films that we will screen are not Hollywood studio films and do not cater to predictable conventions and "happy endings." These films are diverse and unique, yet share such themes as female oppression, gender identification, women's roles in everyday life, and female empowerment. We will analyze the directors' narrative and visual storytelling processes and choices, and how their diverse backgrounds influence their films, as well as discuss critics' reviews. Many of these provocative directors have been imprisoned, banned from their countries, are a major influence in their country's New Wave cinema, and/or stirred an international debate because of their films.

English 86-01: *Jane Austen: Novels & Film* (Genster)

Block: H+ TTh 1:30-2:45

Reading & discussion of Austen's 6 published novels, & of some recent films derived from her works, including *Sense and Sensibility*, *Persuasion*, & *Clueless*. We'll ask how this most resolutely verbal of authors translates to the screen, & what our current fascination with her work tells us about ourselves.

English 113: *Renaissance Drama: Over-the-Top Performance & Radical Play* (Haber)

Block: G+ MW 1:30-2:45

The Renaissance is generally thought of as the greatest age of the drama in England: Shakespeare's plays are the most well-known examples of the outpouring of theatrical activity that occurred during this period. In this course, we will read the always fascinating (and sometimes gruesome) plays of Shakespeare's contemporaries and successors, many of whom adopted more radical stances toward the major issues of their time. As we examine their presentations of various forms of power, their constructions of gender and sexuality, and their attitudes towards language and the theater, we will discover why many of these plays have been termed "oppositional drama" and "radical tragedy." We will begin by examining Christopher Marlowe's frontal assaults on contemporary orthodoxies, and we will consider the construction of sodomy in his plays. We will go on to explore the development of the drama of blood and revenge, which was introduced in *The Spanish Tragedy*, and which exploded in what has been called the "parody and black camp" of *The Revenger's Tragedy*. We will then explore the tensions which tear apart Ben Jonson's more conservative comedies. Finally, we will look at a selection of 17-century plays about women--*The White Devil*, *The Duchess of Malfi*, *The Roaring Girl*, *The Changeling*, *'Tis Pity She's a Whore*, and *The Convent of Pleasure*; we will discuss their varying attitudes toward female autonomy and desire, and consider why women became such central figures in the drama at this time. Throughout the course, we will think about these plays' investment in their own (sometimes quite extreme) theatricality, and we will attempt to do justice to their pervasive sense of play.

English135: *Virginia Woolf* (Rosenthal)

Block: 10+ M 6:00-9:00

Widely recognized as an icon of British modernism, Virginia Woolf is also associated with 20th-century feminism, pacifism and queer theory. Recently popularized by the film adaptation of Michael Cunningham's *The Hours*, her name, thanks in large part to the lyrical title of Edward Albee's famous play, has long provided a convenient short-hand for threats and problems ranging from elitism and anti-intellectualism to mental illness, suicide, and intractable gender ambiguity. In this course we will examine some of the reasons Woolf, both because and in spite of the complexity of her work, has served so well as a metonym and exemplary voice for such a wide range of debates and cultural discourses. Readings will be selected from Woolf's novels, short stories, and essays.

English 160: *Environmental Justice & U.S. Literature* (Ammons)

Block: D+ TTh 10:30-11:45

1% of the U.S. population owns 38% of the nation's wealth. The U.S. consumes over 40% of the world's gasoline and more paper, steel, aluminum, energy, water, and meat per capita than any other society. Four additional planets would be needed if each of the Earth's inhabitants consumed at the level of the average American.

We will study how contemporary U.S. literature contributes to the environmental justice movement, examining writers' treatment of environmental racism, ecofeminism, homophobia and the social construction of nature, U.S. environmental imperialism, and urban ecological concerns. What analyses and insights can we gain? What is the role of art in the struggle for social change? Our study will be multicultural, foregrounding authors from diverse racial locations-Asian American, African American, Native American, white American, and Latino/a; and an anti-racist analytical framework will be central. Literary texts will include Helena Maria Viramontes, *Under the Feet of Jesus*; Annie Proulx, "Brokeback Mountain"; Gloria Naylor, *Mama Day*; Karen Tei Yamashita, *Tropic of Orange*; Awiakta, *Selu*; and Simon Ortiz, *Fight Back: For the Sake of the People, For the Sake of the Land*. Also we will view several videos, discuss selected essays in environmental justice theory, and read poems by Audre Lorde, Janice Mirikitani, Robert Frost, and Adrienne Rich. The goal of this course is empowerment for social change. How can each of us participate as a change agent in the struggle for environmental justice, locally and globally? How can our understanding of literature contribute? Group work, a field trip, one research paper, and active class discussion will be important parts of the course. Nonmajors as well as majors are welcome.

English 171: *Women & Fiction* (Bamber)

Block: G+ MW 1:30-2:45

Do (or should) women's narratives emphasize the suffering of women in patriarchy? If you say "yes," you're wrong, and if you say "no," you're also wrong. In this course we will look at the different ways in which women writers simultaneously include & evade what might be called Matter of Women. The authors we will consider are for the most part committed to both narrative and anti-narrative, representation and language. This is course for readers who are as interested in matters of language and form as in matters of gender and identity.

***English 177: *Feminism, Literature, Theory* (Rosenthal)**

Block: 5+ M 1:20-4:20

Readings in feminist approaches to questions of gender, representation, and difference from Wollstonecraft to contemporary theory, including literary, psychoanalytic, social, sexuality, and critical race studies.

FAH 34/134: *Renaissance Venice* (Baskins)

Block: D+ TTh 10:30-11:45

Painting, sculpture, and architecture in the "most serene republic" of Venice, 1400-1600. Elite patrons, confraternal piety, wealth from the Levant, and a taste for pleasure provide some framing contexts for Venetian subject matter ranging from altarpieces to sensuous female nudes. Artists to be considered include Bellini, Giorgione, Titian, Sansovino, Palladio, and Tintoretto. (May be taken at 100 level with consent.)

FAH/GER/CR 192.01: *European Visual Works in the 1300s* (Caviness)

Block: 11+ T 6-9

Social differences manifest in art in relation to changing notions of the human body, especially through the lens of gender, class, and skin color; the roles of calamitous events such as the great famine, the Black Death, the Hundred Years' war, and the Pogroms against Jews, as well as the rise of new heresies and Christian religious orders; legal and medical illustrations are scrutinized, as well as religious art. Cultural centers for in-depth study chosen from France, England, Bohemia, and Italy.

French 121: *Adv. Fr. I: French & Francophone Women's Voices* (Schub)

Block: F+ TTh 12-1:15

In-depth study of contemporary language with emphasis on idiomatic usage and different styles of expression through analysis of written and spoken French. Readings include both critical and fictional prose and concentrate on women's voices in French and Francophone society, culture, and literature. Grammar review; frequent written assignments and papers; explications de textes; oral proficiency through exposés and group projects; mid-term and final exams. Active class participation is essential. Not for native speakers or for those who have studied in French-speaking countries.

French 192 A: *The Quarrel of Romanticism and Realism* (Naginski)

Block: L+ TTh 4:30-5:45

The nineteenth-century French novel is often understood as evolving within the framework of a series of conflictual literary movements. This seminar will look at the ways in which Romanticism (or Idealism) and

Realism clashed, quarreled, but also – in the works of George Sand and Gustave Flaubert – entered in a fertile dialogue. We will begin by reading manifestoes of the two “schools”. An in-depth analysis of *Lélia* and *Madame Bovary* will allow us to better understand the fundamental tensions as well as the unexpected alliances between Romanticism and Realism. Finally, we will study the Sand-Flaubert correspondance which constitutes one of the great literary dialogues of French literature. Through these readings, we will see emerge two very different visions of fictional norms & ideals, of authorship, and of the figuration of characters. At the same time, we will discover the writers’ common cult of Literature and their belief in the inspirational value of melancholy.

One short paper (5-6 pages); one long paper (10-12 pages); *exposé* or final take-home exam. Active class participation is essential. Conducted in French. Counts toward the Interdisciplinary Major in Women’s Studies. Prerequisite: French 31 and 32, or consent.

History 93: *Women in 20th Century America* (Drachman) Block: G+ MW 1:30-2:45
Women in 20th C America, focusing on changes & continuity in their public & private lives. Topics include suffrage, changing patterns of women's work, emergence of the modern woman, changing attitudes toward sexuality & marriage, the birth control movement, women during WWII, rise of the "feminine mystique," women in the civil rights & student protest movements, the women's liberation movement. Attention to tension between gender identity & diversity among women.

History 103: *Men, Women, Patriarchy in the Mid-East* (Manz) Block: 7 W 1:30-4:00
An examination of women and family in the history of the Middle East during the Islamic period. A central concern is how an extended patriarchal family structure affects both men and women. Marriage, gender and family in society, law and religion, in the medieval and modern periods. Readings include parts of the Qur’an and the *hadith* (traditions about the Prophet) in relation to the family of the Prophet Muhammad and legislation on seclusion, marriage, divorce, and inheritance. Other primary source readings include essays and personal memoirs.

History 126: *Seminar: Courtship, Dating & Modern Love in the US* (Drachman)
Block: 8+ Th 1:20-4:20
This course explores the search for love and sex within the context of changing social and medical phenomenon in the 20th century. It begins in the early 20th century when Victorian values defined the rules of courtship, examines the rise and evolution of dating throughout the century and explores contemporary social and sexual behavior in historical context.

History 181.05: *Women, Gender, and Family, 1200-1800* (Rankin) Block: 7 W 1:30-4:00
This seminar examines the history of gender and family in Western Europe from the Middle Ages through the eighteenth century. We will trace shifting ideas about the social, intellectual, economic, and religious roles of men and women in this time period. Main topics of investigation include the role of marital status in early modern social and economic life; gender roles in urban, rural, and courtly households; childbearing and childhood; female monarchs; women and education; witchcraft; the Protestant Reformation’s effects on marriage and family; and the family as a model for the early modern state. We also consider the social position of individuals outside of the ‘normal’ family unit, such as widows, orphans, monks, and nuns. Research paper required.

Italian 121: *Adv Ital Lang I: Italian Women's Images & Voices* (Baffoni-Licata)
Block: E+ MW 10:30-11:45
In-depth analysis of written and spoken Italian. Readings will explore women’s images and voices in Italian culture and society. Review of grammatical difficulties through translation exercises. Intensive exercises aimed at building vocabulary. Three short papers, two exams and a final project. Prerequisites: Italian 21 and 22, or consent. Conducted in Italian.

Jewish Studies/REL 78: *Jewish Women* (Ascher)

Block: J+ TTh 3:00-4:15

Images, experiences, & accomplishments of Jewish women in life, literature, & tradition from Biblical times to the present. Focus on individual women from various times & cultures; discussion of basic issues, present conditions, & prospects.

MUS 185: *Women in Music* (Bernstein)

Block: arr Th 10:30-1:00

Popular music and art music around the world from the perspective of women. The roles of women as creators, performers, sponsors, and consumers. The representation of women in music and how it reflects the culture of the past and present.

Political Science 128: *Gender, Work & Politics in East Asia* (Remick)

Block: E+ MW 10:30-11:45

This course examines the connections between gender and economic development in East Asia during the post-WWII period. Paying attention to differences among East Asian countries, it looks at how men and women have participated differently in the post-war "miracle." It examines the kinds of work that women have done, considering different experiences that women of different classes have had during the development process. To what extent is the gender division of labor mandated or facilitated by the state, under what condition, and for what reasons? What role do culture and politics play in creating the gender division of labor? How has women's participation in economic development altered gender relations? Has the miracle liberated women, as some predict it should?

Political Science 188.03: *Gender Issues in World Politics* (Eichenberg)

Block: I+ MW 3:00-4:15

This course is a survey of many issues relating to gender in world politics, but the emphasis is on: gender differences in political attitudes and behavior; gender differences in attitudes toward war and national security in particular; the cross-cultural uniformity (or lack thereof) in gender differences in attitudes; and the role of gender differences in war, in particular how they are created and the effect of war.

***Religion 104: *Feminist Theologies* (Hutaff)**

Block: H+ TTh 1:30-2:45

"Feminism," says theologian Judith Plaskow, "is a process of coming to affirm ourselves as women/persons - and seeing that affirmation mirrored in religious and social institutions." This course will survey the impact which the growth of feminist/womanist consciousness during the last three decades has had on the religious commitments of women, as well as on traditional religious institutions, beliefs, and practices. We will explore new approaches and methods which recent feminist scholarship has brought to the study of ancient religious texts and other historical sources, and will assess how the inclusion of women's perspectives is challenging, enlarging, and enriching the craft of theology itself. Also to be considered: the rise of new women's rituals and alternative spiritualities, and the relationship of religious feminism to other struggles for human dignity and liberation.

****Women's Studies 72: *Introduction to Women's Studies* (Johnson)**

Block: L+ TTh 4:30-5:45

This course is a multi-disciplinary and interdisciplinary examination of how cultural meanings given to gender in specific historical moments have shaped female existence across racial, class, ethnic and sexual lines. The readings that form this overview of the field for the most part discuss western women and are broad in scope. Perspectives and methodologies are drawn from a variety of disciplines within the humanities, social and natural sciences, including economics and sociology (the position and status of women in society), biology (the gendered construction of scientific knowledge), psychology (gender construction and development), and literary studies (images and narratives, critical discourses of difference.) The course will cover some of the critiques made by Women's Studies scholars of the traditional academic disciplines and some of the new work now being produced, with a view to understanding that knowledge is constructed, contextual, and mutable. A central goal of the course is to dramatize the way gender is implicated in every category of cultural and intellectual discourse --race, class, sexuality, psychology, sociology, biology, et al.-- and to indicate the artificiality of these categories, even as they form the headings for this syllabus. The course will consider an important dilemma of modern feminist thinking: the imperative to make gender both matter and not matter at the same time. Our study of discourses of difference will engage in contemporary feminist debates on equality versus

difference in political, social, and intellectual strategies for change.

Women's Studies 73: *Intro to Queer Studies* (Burtner)

Block: 11+ T 6-9

This course will introduce students to queer studies.

Women's Studies 92: *Rape Crisis & Recovery* (COURSE PENDING) (Brown)

Block: 8+ Th 1:20-4:20

We will examine issues surrounding rape and domestic violence in the U.S. from a multi-disciplinary and cross-cultural perspective. We will address myths and facts: societal attitudes, including victim-blaming patterns; post-traumatic syndrome, and the impact of rape and domestic violence on the survivor, their loved ones, and the community at large. We will discuss crisis intervention theory and examine the stages of trauma that victims of violence experience, as well as their experience of MA medical and legal systems. The course material will cover campus and community resources for survivors and where to look for help when faced with past, present and/or future sexual violence. Students may elect to receive the MA State Certification for Rape Crisis Counseling through the completion of this course with perfect attendance.

Women's Studies 99: *Women's Studies Internship* (Director)

Block: Arr

WS 195 / ANTH 181: *Global Feminisms (Burtner)

Block: E+ MW 10:30-11:45

In this seminar we will explore the development and content of "an international feminist movement" in the context of globalization. This exploration begins with the question "How does taking gender into account change our understanding of political thoughts, institutions, and organizing?" To answer this we will integrate social science with public policy perspectives. We will analyze the impact of various traditions of feminist methodologies on interpretations of the state, civil society and international relations, by studying the impacts global political developments (such as democratization) and national and regional economic policies (such as liberalization, privatization, decentralization and transnationalism) are having on women and on the agendas of the female-centered organizations they work with. We begin by 1) reviewing and critiquing debates related to gender identity, sexual difference and socio-political and sexual domination and 2) discussing globalization as a process that affects women and men differently in different contexts. Once this theoretical framework is established, we move on to explore how feminist analyses have dealt with the pressing issues of violence, security and political participation – as they are experienced through the human body, drawing on cases from Latin America, Asia and Africa. We conclude by demonstrating just how strongly gender is linked to globalization, analyzing the work of feminist leaders and organizations in the areas of human rights and the ongoing struggle for global economic and environmental equality and social justice - and considering what should be included on the global feminist agenda in the 21st century.

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****Women's Studies 193: *Senior Project*** (Roy)

Block: Arr

Independent project. A substantial interdisciplinary research paper or other creative project, such as film, presentation or performance (with written component) developed from elective cluster topic area on women or gender.

GRADUATE & CONSORTIUM COURSES

SPRING 2008 COURSE DESCRIPTIONS:

CRWS 292B

Gender, Race, and the Complexities of Science and Technology: A Problem-Based Learning Experiment

Thursdays, 5:00 - 8:00 PM / 1.29.09 – 5.14.09

Meets at MIT, building and room TBA

Science and technology are relatively insulated from wider public deliberation-art and literary criticism is familiar, but not "science criticism." Yet there is a large body of social interpretation of science and technology, to which feminist, anti-racist, and other critical analysts and activists have made significant contributions. Building on this work, this course sets out to challenge the barriers of expertise, gender, race, class, and place that restrict wider access to and understanding of the production of scientific knowledge and technologies. In this spirit, students participate in an innovative, problem-based learning approach that allows them to shape their own directions of inquiry and develop critical faculties as investigators and skills as prospective teachers. In these inquiries students are guided by individualized bibliographies co-constructed with the instructors and by the projects of the other students. Students from all fields and levels of preparation are encouraged to join and learn about gender, race, and the complexities of science and technology.

FACULTY

[Anne Fausto-Sterling](#) is Professor of Biology and Gender Studies in the Department of Molecular and Cell Biology and Biochemistry at Brown University and is a visiting professor at the Women's and Gender Studies Program at MIT in 2009. Author of scientific publications in developmental genetics and developmental ecology, she has achieved recognition for works that challenge entrenched scientific beliefs while engaging with the general public.

[Peter Taylor](#) is a Professor at the UMass Boston, where he directs the Programs in Science, Technology and Values and Critical & Creative Thinking. His teaching spans biomedical and environmental sciences, science and technology studies, critical pedagogy and reflective practice. He is author of *Unruly Complexity: Ecology, Interpretation, Engagement* and co-editor of *Changing Life: Genomes, Ecologies, Bodies, Commodities*.

CRWS 292 C

Gender, Armed Conflict, and Peacemaking

Wednesdays, 6:00 - 9:00 PM / 1.28.09 – 5.13.09

Meets at MIT, building and room TBA

Peace Keeping operations involving both military and civilian personnel have been deployed in a number of countries such as Bosnia, Kosovo, East Timor and Afghanistan. These interventions have come about following intense levels of violence, breakdown in law and order, systems of governance and social systems as well as violations of human rights. This course is designed to review the phenomena of conflict, forced migration and militarization from a gender perspective to highlight the policy and operational implications that arise from this analysis.

The gendered nature of conflict and intervention will be explored from a multi-disciplinary framework involving anthropology, sociology, policy analysis, philosophy and the arts. Presenters will utilize literature, poetry, film, witness testimonies from the field, ethnographic narratives and other resources to explore the complex ways in which women and men experience, manage and respond to violence and situations of protracted crisis.

FACULTY

[Carol Cohn](#) is the Director of the Boston Consortium on Gender, Security, and Human Rights. Her research and writing has focused on gender and international security, ranging from work on discourse of civilian defense intellectuals, gender integration issues in the US military, and, most extensively, weapons of mass destruction.

[Gordana Rabrenovic](#) is Associate Professor of Sociology and Education and Associate Director of the Brudnick Center on Violence and Conflict at Northeastern University. Her substantive specialties include community studies, urban education and inter group conflict and violence.

[Lisa Rivera](#) is Assistant Professor of Philosophy at the University of Massachusetts, Boston. Her areas of specialization are moral and political theory, feminist philosophy and ethics in international affairs.

CRWS 292 A

Feminist Inquiry

Thursdays, 6 - 9 PM / 1.31.08 – 5.8.08

Meets at MIT, building and room TBA

This course investigates theories and practices of feminist inquiry across a range of disciplines. Doing feminist research involves rethinking disciplinary assumptions and methodologies, developing new understandings of what counts as knowledge, seeking alternative ways of understanding the origins of problems/issues, formulating new ways of posing questions and redefining the relationship between subjects and objects of study.

All research grows out of complex connections between epistemologies, methodologies and research methods. We shall explore how these connections are formed in the traditional disciplines and raise questions about why the traditional disciplines are inadequate and/or problematic for feminist inquiry. What, specifically, are the feminist critiques of these disciplines? The course will consider methodology, i.e., the theory and analysis of how research should proceed. We shall be especially attentive to epistemological issues—pre-suppositions about the nature of knowledge. We shall examine the theoretical positions our authors take, and evaluate the usefulness of their methodological approaches.

As feminist inquiry has developed over the last thirty-some years, it has become increasingly clear that its practice is inherently interdisciplinary. Our aim is to promote the development of feminist theory and methods by providing a forum for sharing, assessing, discussing and debating strategies used by feminist scholars in an array of fields such as literary and cultural studies, history, philosophy, sociology, psychology, political science, religion, and international studies. We will also explore in what specific ways feminist inquiry is, or can be, interdisciplinary. What topics are especially illuminated by an interdisciplinary gendered approach to the world? We will examine how feminist theorists may create the wider interdisciplinary spaces with which to explore problems that cut across, and expose as arbitrary, traditional disciplinary boundaries.

FACULTY

[Aliyyah I. Abdur-Rahman](#) is an Assistant Professor of English at Brandeis University. Her areas of specialization include African American literature and gender and sexuality studies. She has published articles in *_African American Review_*, *_Black Renaissance/Renaissance Noire_*, and *_The Faulkner Journal_*, among others. Her current research concerns representations of transgressive sexualities in African American fiction.

[Frinde Maher](#) is Professor of Education at Wheaton College, where she directs the Secondary Education Program and is a Visiting Scholar at the Brandeis Women's Studies Research Center. She has taught Women's Studies courses for many years, including, for the past decade, Feminist Theory. She has published widely in the fields of feminist pedagogy

and women in education, and is co-author, with Mary Kay Tetreault, of two books: *The Feminist Classroom* (1994; second edition 2001) and *Privilege and Diversity in the Academy* (2007).

[Read how to apply](#) Contact 617.324.2085 for more information or write gcws@mit.edu

Fall 2008 application deadline: August 29, 2008

Spring 2009 application deadline: January 9, 2009