post-second wave gender, neoliberalism, and celebrity mom profiles.

Ana Villalobos, Assistant Professor of sociology at Brandeis University, is a multiple award winning teacher with courses focusing on parenting, work, gender, and identity. Her recent book, *Motherload: Making it all Better in Insecure Times*, published by University of California Press in 2014, investigates mothering within the context of various social, cultural, and economic pressures.

**Feminist Inquiry**

**SPRING: Tuesdays, 5:30 PM – 8:30 PM, 2/2/16 – 5/10/16**

Meets at MIT; Building and room TBD

This course investigates theories and practices of feminist inquiry across a range of disciplines by studying a series of pairings of humanist and social science works by feminist scholars. It is not intended as a survey course on feminist theory, although students will recognize many pivotal thinkers included in our reading list. As an interdisciplinary course, Feminist Inquiry also cannot offer a strict “how-to” approach to research, but instead will engage students in questioning disciplinary assumptions and methodologies, seeking new ways to frame scholarly queries, and reconsidering the relationship between subjects and objects of study.

Feminist Inquiry is simultaneously challenging and creative, as disciplines are revised by the analysis of gender, race, class, and sexual orientation, both embedded within and shaping particular historical, national, and cultural contexts. Students will also have the opportunity to engage in two “hands on” research inquiries of their own.

This course will proceed, after a brief framing of the issues, by closely analyzing pairings of humanist and social science “case studies” of feminist scholars and their work. Several of these feminist scholars will visit the class or speak with us remotely during the semester. Our aim is to allow seminar participants to think deeply about specific theoretical and methodological choices as these are evidenced in practice. We will also reflect on the ways that feminist inquiry/ies transform knowledge and inform varied forms of activism.

**Faculty**

Linda M. Blum is Associate Professor of Sociology at Northeastern University. She is the author of *Between Feminism and Labor: The Significance of the Comparable Worth Movement, At the Breast: Ideologies of Breastfeeding and Motherhood in the Contemporary United States, and Raising Generation Rx: Mothering Kids with Invisible Disabilities in an Age of Inequality.*

Kim Surkan has taught in the Women’s and Gender Studies Program at MIT since 2005. Dr. Surkan does interdisciplinary work in queer, feminist, and new media studies with a humanities focus, and is currently writing a series of articles on technology and the (trans)gendered body.

**The Secret Sex Life of Anthropological Artifacts: Gender and Race in the Museum**

**SPRING: Thursdays, 4:00 PM – 7:00 PM, 2/4/16 – 5/12/16**

Meets at the Peabody Museum of Archaeology and Ethnology at Harvard University; contact GCWS for more information.

Objects in museum collections lead secret lives. Enmeshed in webs of sexed and gendered significance, they speak to hidden relations of desire and the erotics of power. There is a given-ness to the museum display – the selection of objects, the breadth of their claims for representativeness, the manner of their acquisition. This course challenges us to engage in an interdisciplinary feminist lens. What does it mean to collect human cultural and biological history? What are the roles of gender, sex, and race in shaping the politics of anthropological collection and study? How are human differences measured, and what do these systems of measurement say about the process of scientific knowledge production?

Convened at Harvard’s Peabody Museum of Archeology and Ethnology, this course invites students interested in gender, race, power, anthropology, history, biology, evolution, development, and public health, among other areas, to explore the ways in which notions of human difference influence and are shaped by the practices of anthropological study. We will examine how historical relations of gender, sex, sexuality, and imperial/racialized power continue to be narrativized, hidden, and excavated in historical and contemporary anthropological projects, exploring sex and sexuality as constitutive of other questions of inequality and violence that comprise feminist investigative enterprises.

We will ground our investigation in the objects of anthropological analysis, the artifacts whose “face values” as things of interest to the scientific community conceal a history of struggle that includes eroticization of and violence against indigenous and colonized peoples. Chief among our goals is to work together to lay that complex, multilayered history bare. Our critique will extend to anthropophy’s deployment in contemporary contexts of international development, where the legacy of largely unidirectional scrutiny and classifications of bodies and peoples continues to haunt our present.

**Faculty**

Caroline Light is the Director of Undergraduate Studies in Harvard’s Program in Studies of Women, Gender, and Sexuality. She has a PhD in history and her research and teaching address historical intersections of gender, race, sexuality, and region as they shape immigration, labor, consumption, and self-defense in the U.S.

Meredith Reiches is Assistant Professor of Anthropology at the University of Massachusetts Boston. Following undergraduate work in comparative literature, Meredith received a PhD in human evolution biology. Her interdisciplinary research focuses on human reproductive life, from the physiology of puberty to the inequalities that shape peoples’ reproductive constraints and opportunities.

**Contact the GCWS:**

Building 14N Room 211, MIT
77 Massachusetts Avenue, Cambridge, MA 02139
p: 617.324.2085 w: web.mit.edu/GCWS
Graduate Consortium in Women’s Studies

Participating Institutions
Boston College  •  Boston University  •  Brandeis University
Harvard University  •  MIT  •  Northeastern University
Simmons College  •  Tufts University  •  UMass Boston

In keeping with the collaborative tradition of Women’s Studies, GCWS offers interdisciplinary, team-taught seminars to students matriculated in graduate programs at our member institutions. GCWS faculty explicitly explore gender analysis with issues of class, race, culture, ethnicity, and sexualities and consider the practical implications of feminist theory. Courses are designed to open paths to the creation of new knowledge and provide intellectual support for students pursuing feminist work within the framework of traditional disciplines.

Our courses offer MIT graduate credit for students enrolled at participating institutions. Cross-registration and credit arrangements vary by institution. Full participation in the seminar is expected of all students, regardless of credit status. Enrollment in our courses is limited to 20. Graduate students receive priority; masters students and advanced undergraduates are admitted as space permits. Auditors are admitted at the permission of the faculty.

Applications for all GCWS seminars are available online.
Fall application deadline: August 24th 2015
Spring application deadline: January 4th, 2016

About the GCWS
Founded in 1992, GCWS is a pioneering effort by faculty at nine degree-granting institutions in the Boston area. GCWS pursues its mission through an ongoing series of team-taught graduate seminars, faculty development workshops, and other opportunities for scholarly collaboration. GCWS programs help to build intellectual community and offer a model for institutional change. More information is available online at:
http://web.mit.edu/GCWS

Workshop for Dissertation Writers in Women’s and Gender Studies
FALL & SPRING: Tuesdays, 5:30 PM – 8:30 PM
9/15/15 – 5/10/16  *(Meets every other week at MIT)

A writing workshop for graduate students at the dissertation level. Classes will include presentations and discussions of dissertation writers’ work-in-progress. Discussions will include both theoretical considerations and practical ones as we address feminist research in historical archives, feminist fieldwork, feminist interpretation of literary, visual and material culture, and feminist research that theorizes the political. Students will be asked to reflect on their understandings of feminist research, and on the ways that feminism and gender studies have affected their views of what materials, archives, and methods are relevant, worthy, and timely. We will also consider issues of scholarly voice, clarity, and vision. The course will consider how dissertation writers address disciplinary and interdisciplinary readerships while maintaining a core feminist engagement. Students will also prepare oral presentations of their work.

Faculty
Liso Lowe  is a professor of English and American Studies at Tufts University, and a member of the consortium of studies in Race, Colonialism, and Diaspora. She works in the fields of comparative literature, comparative colonialisms, and the cultural politics of encounter. She has authored books on orientalism, immigration and globalization. Her most recent book, The Intricacies of Four Continents, is a study of settler colonialism, transatlantic African slavery, and the East Indies and China trades, as the conditions for modern liberalism (Duke University Press, 2015).

Understanding the Pornographic and the Obscene
FALL: Tuesdays, meeting time TBD (contact the GCWS for more information)
9/15/15 – 12/15/15
Meets at MIT, Building and room TBD

Expressions, images, and narratives labeled “obscene” and “pornographic” are often deeply charged. Pornography appears in a broad range of historical periods and cultural contexts; it varies drastically and it is often influential in the way people define, think about, and understand sexuality. Both feminists and non-feminists from a range of disciplines, and outside the academy, have taken up the topic of pornography, producing dynamic debate but little consensus.

This course explores what feminist scholars in multiple disciplines have said about the pornographic and the obscene. We will explore criticisms of pornography and celebrations of it, as well as more empirical efforts to study and understand what pornography is and has been. We will look at its adjacency to other genres and media (including websites, fan fiction, and romance novels) and will discuss recent examples of sexually explicit media that can be placed in dialogue with the pornography (including works by Sally Mann, Robert Mapplethorpe, Lars Von Trier, and others).

As a class, we will work to understand how pornography has been defined by various cultures and across time periods throughout history, how it is produced and consumed and by whom, the impacts of pornography consumption on individuals, families, communities, and societal norms, and - importantly - how pornography interacts with the multiple forms of oppression and expression, based on race, class, national identity, gender and sexual identities. Students can expect readings and topics from various disciplines, including history, literature, cinema and media studies, and the social sciences.

Faculty
Sarah L. Leonard  is Associate Professor of History at Simmons College. She is the author of several articles situating pornography in a historical context. Her book Fragile Minds and Vulnerable Souls: The Matter of Obscenity in Nineteenth-Century Germany was recently published by University of Pennsylvania Press.

Burlin Barr  is Associate Professor and Program Coordinator of Cinema Studies at Central Connecticut State University. He has published articles in Camera Obscura, Screen, Jump Cut, and other journals. His scholarly interests concern the constructions of gender in film, as well as the intersection of film form and cultural politics.

This course will be taught by three instructors. The third instructor is TBD.

American Motherhood and Mothering: Theory, Discourse, Practice, and Change
FALL: Wednesdays, 5:00 PM – 8:00 PM, 9/9/15 – 12/16/15
Meets at MIT, Building and room TBD

Motherhood is often lauded as the most important job, and Americans regularly talk about valuing family. However, as it tends to be women who are primarily responsible for caregiving in the family, the work is systematically devalued economically, socially, and legally. The gendered nature of mothering also has a profound influence on women’s and men’s lives outside of the family, especially at work. To explore the complex intellectual and practical issues contemporary American motherhood raises for feminist scholars, this course draws on the strengths of two disciplines—rhetoric and sociology—to examine motherhood as an intellectual concern, a social institution, and a site of competing discourses. The course structure interweaves theory, discourse, practice, and change as we explore a variety of approaches to motherhood and mothering as key theoretical concerns and as pivotal sites of women’s resistance, social action, and change.

Faculty
Lydia O’Brien Hallstein  is Associate Professor of rhetoric at Boston University, is an award winning teacher, and has published multiple journal essays and book chapters on contemporary motherhood. Her recent book, Bikini-Ready Moms: Celebrity Profiles, Motherhood, and the Body is to be published by SUNY Press in Fall 2015. The book investigates mediated motherhood at the intersection of