Gender and Sexuality Studies

Department Website: http://gendersexuality.uchicago.edu

Program of Study

Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. Gender and Sexuality Studies allows undergraduates the opportunity to shape a disciplinary or interdisciplinary plan of study focused on gender and sexuality. Students can thus create a cluster of courses linked by their attention to gender or sexuality as an object of study or by their use of gender/sexuality categories to investigate topics in sexuality, social life, science, politics and culture, literature and the arts, or systems of thought.

Students in other fields of study may also complete a minor in Gender and Sexuality Studies. Information follows the description of the major.

Program Requirements

The major is designed with flexibility in mind and is meant to provide students with the opportunity to design a course of study tailored to their particular concentrations. The major requires a total of thirteen courses—eleven courses plus a BA Seminar (GNSE 29800) and BA research project or essay (GNSE 29900). The eleven courses consist of a combination of courses from within Gender and Sexuality Studies and supporting courses from a different discipline (or further GNSE courses if the student chooses).

Students are required to take one Foundations course (GNSE 12000–14999), one Problems course (GNSE 11000-11199 or 20100–20399), and one Concepts course (GNSE 23101–23399). The Foundations courses are designed to provide an introduction to theories in the field of Gender and Sexuality Studies and are recommended as an entry point for the major. Concepts and Problems courses delve further in to a specific subject area and are a way to build upon prior knowledge in the field. Additionally, students must take GNSE 20001 Theories of Sexuality and Gender (or an approved substitute). This course is recommended for third- and fourth-year students following enrollment in other GNSE courses.

To complete the major requirements, students must take three or four additional GNSE courses and three or four supporting courses that can be further GNSE coursework or courses in a different discipline that provide training in the methodological, technical, or scholarly skills needed to pursue research in the student's primary field. These courses do not need to have gender/sexuality-related content and will be approved in consultation with the Student Affairs Administrator. Within the GNSE course requirement, students must enroll in at least one course that is grounded in the social sciences and one course that is grounded in the humanities in order to explore how gender and sexuality work across different disciplines. All Gender and Sexuality Studies majors are advised, but not required, to take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement in civilization studies. If the civilization requirement is fulfilled with another sequence, GNSE 15002-15003 can count as courses in the major.

Research Project or Essay

A substantial essay or project is to be completed in the student's fourth year under the supervision of a Gender Studies Adviser who is a member of the Gender and Sexuality Studies Affiliated Faculty (https://gendersexuality.uchicago.edu/research/faculty.shtml/) in the student's primary field of interest. Majors will attend two workshops during the Spring Quarter of their third year at which point they will create a proposal for their thesis. (If students are studying abroad, they should meet with the BA preceptor individually in the quarter prior to departure.) Students are also required to attend a BA Seminar in Autumn and Winter Quarters of their fourth year. Enrollment in the corresponding course (GNSE 29800 B.A. Paper Seminar) can occur in any quarter, but attendance is required in both Autumn and Winter Quarters. Registration for GNSE 29900 BA Essay is also required in any quarter during the student's fourth year. This is the grade for the final paper. Students must submit the completed thesis by fifth week of their quarter of graduation.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met and with the consent of the other program chair. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, when neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.

Summary of Requirements

Major

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<tr>
<th>Requirement</th>
<th>Units</th>
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<tr>
<td>One Foundations course (GNSE 12000–14999)</td>
<td>100</td>
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<tr>
<td>One Problems course (GNSE 11000-11199 or 20100–20399)</td>
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<td>One Concepts course (GNSE 23101–23399)</td>
<td>100</td>
</tr>
<tr>
<td>GNSE 20001 <em>Theories of Sexuality and Gender</em></td>
<td>100</td>
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*This course is recommended for third- and fourth-year students following enrollment in other GNSE courses. It is also required for students studying abroad.*
Seven additional courses 700

Three to four additional GNSE courses (at least one course in humanities and one in social sciences)

Three to four supporting courses (can be coursework from another department unrelated to gender/sexuality or further GNSE coursework)

GNSE 29800 B.A. Paper Seminar 100
GNSE 29900 BA Essay 100

Total Units 1300

* GNSE 10310 (taught in previous academic years) is an automatically approved substitute. Other courses may be considered but need individual approval.

GRADING

Two of the supporting courses may be taken for P/F grading. All other courses must be taken for a quality grade.

HONORS

Students with a 3.25 or higher overall GPA and a 3.5 or higher GPA in the major are eligible for honors. Students must also receive a grade of A on their BA project or essay with a recommendation for honors from their faculty adviser.

ADVISING

Students are encouraged to design their program of study with the assistance of the Student Affairs Administrator and/or the Director of Undergraduate Studies. Regular check-ins are recommended to be sure all requirements are being met.

MINOR PROGRAM IN GENDER AND SEXUALITY STUDIES

Gender and Sexuality Studies at the University of Chicago encompasses diverse disciplines, modes of inquiry, and objects of knowledge. A minor in Gender and Sexuality Studies allows students in other major fields to shape a disciplinary or interdisciplinary plan of study that will provide a competence in gender and sexuality studies. Such a minor requires a total of six courses:

GNSE 20001 Theories of Sexuality and Gender * 100
Five additional courses in Gender and Sexuality Studies 500

Total Units 600

* GNSE 10310 (taught in previous academic years) is an automatically approved substitute. Other courses may be considered but need individual approval.

Students who elect the minor program in Gender and Sexuality Studies must meet with the Student Affairs Administrator before the end of Spring Quarter of their third year to declare their intention to complete the minor and to consult on which courses will fulfill the requirements. It is recommended, but not required, that students who minor in Gender and Sexuality Studies take GNSE 15002-15003 Gender and Sexuality in World Civilizations I-II to fulfill their general education requirement. If the civilization requirement is fulfilled with another sequence, GNSE 15002-15003 can count as courses in the minor.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors and (2) may not be counted toward general education requirements. Courses in the minor must be taken for quality grades, and at least four of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers.

Nonmajors are encouraged to use the lists of faculty and course offerings as resources for the purpose of designing programs within disciplines, as an aid for the allocation of electives, or for the pursuit of a BA project. For further work in Gender and Sexuality Studies, students are encouraged to investigate other courses taught by resource faculty. For more information about Gender and Sexuality Studies, visit the Center for the Study of Gender and Sexuality website at gendersexuality.uchicago.edu (http://gendersexuality.uchicago.edu) or contact the Student Affairs Administrator.

GENDER AND SEXUALITY STUDIES COURSES - FOUNDATIONS

GENDER AND SEXUALITY STUDIES COURSES - PROBLEMS

GNSE 20106. Capitalism, Gender, and Intimate Life. 100 Units.
What is the relationship between the capitalist economy and the gendered organization of society and identity of individuals? Are these two systems, or one? This class pursues these questions, seeking to understand capitalism as an everyday and intimate experience. How have markets and production shaped and been shaped by personal identity and, in particular, gendered identity? We examine the historical interrelationships among practices of sexuality, marriage, family, reproduction, labor, and consumption—and trace the economic dimensions of masculinity and femininity over time, focusing largely but not exclusively on US history.
Instructor(s): G. Winant Terms Offered: Autumn  
Equivalent Course(s): HIST 27906, LLSO 27906, HIST 37906, GNSE 30106

**GNSE 20107. Queer and Trans Cinema and Media. 100 Units.**  
In this course we explore the history of queer and trans gender cinema and media in an effort to situate new developments in queer and trans cinema and media making. We will consider relevant theories about gender and sexuality and their implications for our categories of film and media analysis.  
Instructor(s): Kara Keeling Terms Offered: Spring  
Equivalent Course(s): CMST 20605, GNSE 30107, CMST 30605, MAAD 10605

**GNSE 20108. Feminist Political Philosophy. 100 Units.**  
This course focuses on three interrelated themes in contemporary feminist political philosophy: objectification; the relation of gender oppression to the economic structure of society; and the problem of “intersectionality,” that is, the problem of how to construct adequate theories of gender injustice given that gender “intersects” with other axes of oppression, e.g. race and class. Authors we’ll read include (but are not limited to) the following: Martha Nussbaum, Sandra Bartky, Iris Marion Young, Nancy Fraser, Patricia Hill Collins, bell hooks, Serene Khader and Tithi Bhattacharya. (A)  
Instructor(s): T. Zimmer Terms Offered: Winter  
Equivalent Course(s): PHIL 25405

**GNSE 20110. Trans* Forms: On Gender and Genre. 100 Units.**  
Gender and genre share the common root term, “genus,” which refers to classification. In this class, students will engage how authors make use of decolonial, antiracist, feminist and queer theory and praxis to approach and refigure gender’s colonial legacies. Reading across genres--memoir, poetry, and speculative fiction, to name a few --Trans* Forms attends to the remaking and proliferation of gender as matters of form. (Theory) This class counts as a Problems course for GNSE majors.  
Instructor(s): Riley Snorton Terms Offered: Winter  
Equivalent Course(s): CRES 19980, ENGL 19980

**GNSE 20114. Media Wars. 100 Units.**  
Media practices and discourses evoking war or violence are common today, such as the "weaponization" of social media; "cyber warfare" and attacks; "online battlefields;" "guerilla" media tactics; "The Great Meme War" and "Infowars.com," to name a few. In relationship with terms suggesting that we live in an age of "post-truth" dominated by "fake news" or "fact-challenged" journalism, the media wars of today may seem unique to the twenty-first century. But in fact, the history of the use of media to either combat or spread ideas dates back centuries to the earliest phases of mass media and communication. In this class, we will proceed historically, broadly conceiving of media to include print and visual, cultural, and artistic forms, cinema, television, and the internet. While we will explore how media have historically been used to construct or counter dominant systems of representation, we will also discuss how different media forms function formally, learning to analyze how they construct discourses of truth as texts (documentary; propaganda). This class will also function as a contemporary research laboratory where students will be asked to track, evaluate, and theorize contemporary or historical media that are taking part in a so-called "media war."  
Instructor(s): Jennifer Wild Terms Offered: Spring  
Note(s): Please note: Students who have previously completed the course “Problems in the Study of Gender and Sexuality: Media Wars” are not eligible to receive credit for this class.  
Equivalent Course(s): MAAD 10904, CMST 30904, SIGN 26061, GNSE 30114, CMST 20904

**GENDER AND SEXUALITY STUDIES COURSES - CONCEPTS**  
**GENDER AND SEXUALITY STUDIES COURSES - THEORIES**  
**GNSE 20001. Theories of Sexuality and Gender. 100 Units.**  
This is a one-quarter, seminar-style course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses.  
Instructor(s): Lauren Berlant and Kristen Schilt Terms Offered: Autumn  
Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.  
Equivalent Course(s): ENGL 20001, SOCI 20290, LLSO 20001, CHDV 20001

**GNSE 21400. Advanced Theories of Gender and Sexuality. 100 Units.**  
This interdisciplinary seminar-style course will focus on debates within contemporary queer and feminist theory, but the implications impact beyond concepts, with implications for building worlds. We will begin by engaging diverging genealogies of the study of sexual identity, focusing on those developed from within affect theory and theories of performativity. The second half of the quarter will focus on varieties of precarity, examined within their social and political constellations. Generally, our aim will be to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; to provide skills for deriving the theoretical bases of any kind of method; to examine inconvenient cases; to question our obligations to the “classics” of gender and sexuality theory; and to explore innovative
pedagogies. In addition, aesthetic objects will be brought into contact with theoretical works, such as those by Gayle Rubin, Hortense Spillers, Gayatri Spivak, Paul B. Preciado, Mel Chen, Eve Sedgwick, Judith Butler, and Saidiya Hartman.

Instructor(s): Lauren Berlant
Terms Offered: Autumn
Note(s): Undergraduates by consent only.
Equivalent Course(s): MAPH 36500, PLSC 31410, ENGL 30201, PLSC 21410, GNSE 31400, ENGL 21401

GENDER AND SEXUALITY STUDIES COURSES - GENERAL

GNSE 12102. Defining the Feminist "Fourth Wave" 100 Units.
Intersectionality, Breaking the Binary, Hashtag Feminism, TERFs, SWERFs, Whimpsters, Woke Misogynists, Commodity Feminists, & Femocrazies, Oh My! If contemporary feminism is characterized by its diversity of purpose, then what defines the current, so-called "fourth wave" of feminism? Students in this course will explore precisely that question and - in keeping with one characteristic of contemporary feminists, namely their resurgent interest in learning about past feminist efforts - will examine the history of feminist movements in the US. As an intellectual community, we will work together to consider and analyze contemporary writings about fourth wave feminist movements and build our own timeline and analytical and conceptual terminology for studying defining features of "the fourth wave."

Instructor(s): Lara Janson
Terms Offered: Winter
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): CRES 28086, SOCI 28086

GNSE 12107. Intersections at the Margins: The Politics of Identity in Feminist Movements. 100 Units.
This course is on feminist movements in the United States, and how the intersectionality of identities, particularly gender, race/ethnicity, class, and sexuality have shaped and complicated the formation of coalitions, conceptions of feminism, and counter-movements. We will explore different theories of feminism, and grapple with the ways in which the conception and definition of feminism established boundaries of identity, policy interests, and power in the feminist movement. Throughout the course, we will examine how activists strategically leveraged identity cleavages to advocate for women's issues and interests, and the tensions these movements created in the political sphere. Class readings, discussion, and assignments are all opportunities to untangle, deconstruct and make sense of the politics of intersectionality as we understand why and how individuals and groups struggled to advocate for issues and selves outside the mainstream feminist movement.

Instructor(s): Brower, Margaret
Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors.

GNSE 12108. Feminist Perspectives in Social Studies of Science and Technology. 100 Units.
This seminar is an introduction to foundational theories, methods and case studies in science and technology studies (STS), with a focus on feminist contributions to the field. Over the last five decades, the interdisciplinary domain of Science and Technology Studies (STS) has shown how scientific practice is a process of making the world rather than one of discovering and describing the world. Feminist STS scholars in particular have pointed out the normative dimensions in the construction of scientific objectivity, for example the euro-centric bias of Western science and the marginalization of BIPOC, women* and LGBTQ in science and technology. In the first half of the seminar, we will review debates and interventions in feminist STS. Understanding feminist critique as an intersectional endeavor, we will consider the importance of the entanglement of gender, race, (dis)ability and class for critical studies of science. Showing that scientific facts are cultural and historical products does not make them less powerful agents in the world and thus, the way forward does not lie in deconstruction alone (Haraway 1991). In the second half of the seminar, we will therefore review how feminist intersectional STS scholars propose to engage science and scientist’s work productively in order to take responsibility for the social relations of science and technology. Lastly, we will consider how to research issues in STS from a feminist, intersectional perspective in practice.

Instructor(s): Reichert, Sophie
Terms Offered: Winter
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): HIPS 12108

GNSE 12109. Gender, Health, and Medicine. 100 Units.
In this course, we will examine the way gender organizes health and medicine, as well as how the medical system and health practices create and organize gender. Using interdisciplinary research with a focus on sociological studies, we will interrogate the social, institutional, and biological links between gender and health. We will discuss inequalities in between women, men, and trans* individuals from different race, ethnic, and class backgrounds, using sociological research to understand why these inequalities and forms of difference emerge and are sustained. We will explore how modern Western medicine views male and female bodies and defines their health and illnesses accordingly. Students will complete two short research projects over the term in which they use different data sources (interviews and media content) to examine gendered perceptions of health, health behaviors, help-seeking behaviors, and experiences with medical institutions.

Instructor(s): R. Ewert
Terms Offered: Winter
Equivalent Course(s): HLTH 20537, HIPS 20537, SOCI 20537

GNSE 15002-15003. Gender and Sexuality in World Civilizations I-II.
This two-quarter sequence aims to expand students’ exposure to an array of texts— theoretical, historical, religious, literary, visual— that address the fundamental place of gender and sexuality in the social, political, and
cultural creations of different civilizations. This sequence meets the general education requirement in civilization studies.

GNSE 15002. Gender and Sexuality in World Civilizations I. 100 Units.
The first quarter of the GNSE Civ sequence offers a historical examination of bodies, sex, and gender. Through a series of readings that include historical primary sources and examples of cultural production from antiquity to the present, we will investigate how bodies across a variety of cultures become sexed and gendered. In particular, we will ask how the very categories of sex and gender not only produce social meaning from bodies and their anatomical differences but may also be complicit in acts of violence, oppression, and colonization. Thematically we will pay attention to the emergence and critique of the distinction between sex and gender; resistances to the gender binary; the relationship between gender, power, and authority; feminism and critiques of Western feminism; the category of woman as an object of scientific knowledge; and the flourishing of and violence against trans life. Finally, while we will be dealing with historical accounts in this course, the aim is to understand how the regulation of bodies in the past has informed and may challenge our understanding of the diversity of embodied experience in the present.

Instructor(s): Staff Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15003. Gender and Sexuality in World Civilizations II. 100 Units.
The second half of the civ sequence will extend our earlier interrogation of bodies, sex, and gender into an examination of sexualities and socialities. Through an encounter with theoretical texts, literature, and art, we will investigate a series of important critiques of biopower, or statist strategies for regulating bodies and controlling populations. These interventions include critiques of nationalism, colonialism, capitalism, and heteronormativity, all of which, as we will see, contribute to our understanding of sexuality. Throughout the course, feminist and queer critique will fundamentally frame our analyses of power, desire, and sexuality.

Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): GNSE 15002
Note(s): This sequence meets the general education requirement in civilization studies.

GNSE 15220. Unrequited Love in Fiction and Film. 100 Units.
Unrequited love stories are some of the most beloved romances in literature, film and television. Why do readers and audiences find unique pleasure in the agonizing tragedy of feelings not returned? And what does "unrequited" really mean anyway? This class focuses on fictional depictions of unrequited love from the perspective of British women fiction writers from the eighteenth- and nineteenth-century, and contemporary British "rom-com" television shows written by women. From Mary Wollstonecraft to Phoebe Waller-Bridge and Eliza Haywood to Michaela Coel, we will consider how women tell stories of attractions plagued by lack of reciprocity, misunderstandings, persistent longing, problematic issues of consent, and social obstacles. Alongside these works of fiction, we will read psychoanalytic feminist theories of desire from scholars such as Lauren Berlant, Melanie Klein and Luce Irigaray in order work towards new definitions of unrequitedness. Our class will examine the meaning of "unrequited" across varying registers, as a source of dark humor, as an occasion for denial or repression, and as a catalyst for forms of violence. Throughout the course, we will ask ourselves as readers and viewers to interrogate our own investment (or lack thereof) in the resolution of unrequitedness. Do we really want fictional characters to realize they belong together? Why do we enjoy texts that linger on tension and longing? (Fiction, 1650-1830, Theory)

Instructor(s): Madison Chapman Terms Offered: Spring
Equivalent Course(s): ENGL 15220

GNSE 18804. America in the Nineteenth Century. 100 Units.
This lecture course will examine major conflicts that shaped American life during the nineteenth century. Focusing on contemporaries' attempts to seize upon or challenge the nation's commitment to the ideals of liberty and equality, we will examine pivotal moments of contestation, compromise, and community building. Central questions that will frame the course include how were notions of freedom negotiated and reshaped? What were the political and socioeconomic conditions that prompted the emergence of reform movements, including antislavery, women's rights, temperance, and labor? How did individuals mobilize and stake claims on the state? How were the boundaries of American citizenship debated and transformed over the course of the century?

Instructor(s): N. Maor Terms Offered: Winter
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): CRES 18804, HIST 18804, AMER 18804, LLSO 22106

GNSE 18950. Nineties Feminisms. 100 Units.
This course will survey feminist literatures of the 1790s, 1890s, and 1990s. We will cover works by authors like Mary Wollstonecraft, Sarah Grand, and Greta Gaard as well as feminist movements from New Woman ideal in the 1890s to ecomivism and material feminisms in the 1990s. (1650-1830, 1830-1940, Theory)

Instructor(s): Caroline Heller Terms Offered: Autumn
Equivalent Course(s): ENGL 18950

GNSE 18960. Ladies Nite: Women Beatniks in Literary Counterculture. 100 Units.
Three writers do not a generation make.” Often relegated to status of wife or muse in the writings and history of the Beat Generation, women's literary contributions to this experimental zeitgeist remain largely unknown and
unread. This course explores the dynamic body of work produced by female Beatniks from the 1950s-1970s. We first trace the Beat Generation's aesthetic roots within the experimental poetics of Romanticism and American Transcendentalism and then shift our focus to post-war Greenwich Village, Mexico, and the American West. We will delve into works from authors like Elise Cowen, Diane diPrima, Denise Levertov and Lucia Berlin, to investigate how women's authorship across place and form--chapbooks, poetry, memoirs, travel journals and films--gave voice to a vibrant, complex feminism awash with psychedelic drugs, sexual liberation and the metaphysical exploration deeply inherent to Beat counterculture. (Fiction, Poetry, 1830-1940)
Instructor(s): Carrie Taylor Terms Offered: Spring
Equivalent Course(s): ENGL 19860

GNSE 20105. Archiving AIDS: Art, Literature, Theory. 100 Units.
The AIDS pandemic had a major impact on cultural production of the 1980s and the 1990s. But its effects did not end with the advent of highly active antiretroviral therapy (HAART) in 1995. This course will examine the AIDS archive in its broadest sense-including art, literature, and theory produced in direct and indirect response to the pandemic from the 1980s to the present. What was the role of cultural production in political activism? What kinds of narratives did the allegorization of AIDS make possible and normalize? How has the AIDS pandemic been remembered and memorialized in more contemporary art and literature? Drawing from U.S., Latin American, and European texts, we will explore how AIDS has impacted sociopolitical issues related to sexuality, gender, class, and race.
Instructor(s): Kris Trujillo Terms Offered: Autumn
Equivalent Course(s): CRES 25662, CMLT 25662

GNSE 20109. Gender and Policy. 100 Units.
This course seeks to familiarize undergraduate students with historic and current policy in the US and in other developed countries concerning various aspects of women’s lives at work and in the home. We will begin by discussing the reasons for the rise in female labor force participation between the 50s and the 80s. We will discuss the role of male deployment in WWII, the role of technological change in both fertility planning and in the invention of household appliances, and the role of changes in the demand for skilled labor. With this backdrop in mind, we will discuss the historic development of maternity leave policies in many European countries and evaluate the impact of these developments on female labor force participation. We will then turn to understanding the relative stagnation in female advancement in the past twenty-five years. The focus of this portion of the course will be to summarize recent trends in female labor force participation.
Instructor(s): Yana Gallen Terms Offered: Spring
Equivalent Course(s): PBPL 24520

GNSE 20111. History of Death. 100 Units.
From the treatment of mortal remains to the built environment of cemeteries, tombs, and memorials, the dead have always played a role in the lives of the living. This course examines how beliefs and practices surrounding death have been a source of meaning making for individuals, institutions, religious communities, and modern nations. It will ask students to consider how examining death makes it possible to better understand the values and concerns of societies across time and space. This course will consider case studies from Africa, the Middle East, the Caribbean, North America, Europe, and Asia, from the Middle Ages to the Vietnam War. It introduces students to the methods and debates that animate the historical study of death—coming from histories of the body, social history, and the study of slavery—and ends by asking the question: ‘Is it possible to have a global history of death?’
Instructor(s): K. Hickerson Terms Offered: Autumn
Equivalent Course(s): CRES 20111, RLST 20111, HIST 20111

GNSE 20117. Feminist Theory and Political Economy. 100 Units.
This course has two related aims: to consider how the regulation of economic life—from the household to the global economy—has been taken up as an object of analysis within feminist thought; and to examine how this analysis has informed feminist theories of domination, freedom, rights, and justice. We will pursue these twin objectives by studying a wide range of texts in the history of feminist thought. Readings may include works by Anna Julia Cooper, Eleanor Rathbone, Simone de Beauvoir, Angela Davis, Nancy Fraser, and Chandra Talpade Mohanty.
Instructor(s): Sarah Johnson Terms Offered: Spring
Equivalent Course(s): LLSO 29068, PLSC 25068

GNSE 21001. Cultural Psychology. 100 Units.
There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of “normal” psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of “culture” and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Undergraduates must be in third or fourth year.
This course examines sociological perspectives on changes in marriage and childbearing that have swept the globe from 1850-today. We will examine changes in arranged marriage, marriage timing, first birth timing, contraception to limit childbearing, family size and divorce. We will review theories of family change, research designs for studying family change, and empirical data about family change. We will investigate family changes in specific sites in Africa, Asia, the Americas, Europe and the European diaspora. The course will also investigate specific factors likely to produce family change, including industrialization, mass education, mass media, health care, migration, and attitudes and beliefs. Finally, the course will consider some of the important consequences of these changing families around the world. Students will prepare an in-depth study of family change in one specific place and time. Course examples will highlight family changes in South Asia, but students are welcome to select any region and time period for their own study.

Instructor(s): W. Axinn
Terms Offered: Autumn

Equivalent Course(s): CHDV 21000, ANTH 35110, ANTH 24320, CRES 21100, PSYC 33000, PSYC 23000, EDSO 21100, AMER 33000, GNSE 31000, CHDV 31000

GNSE 21293. Global Family Change. 100 Units.

This course examines sociological perspectives on changes in marriage and childbearing that have swept the globe from 1850-today. We will examine changes in arranged marriage, marriage timing, first birth timing, contraception to limit childbearing, family size and divorce. We will review theories of family change, research designs for studying family change, and empirical data about family change. We will investigate family changes in specific sites in Africa, Asia, the Americas, Europe and the European diaspora. The course will also investigate specific factors likely to produce family change, including industrialization, mass education, mass media, health care, migration, and attitudes and beliefs. Finally, the course will consider some of the important consequences of these changing families around the world. Students will prepare an in-depth study of family change in one specific place and time. Course examples will highlight family changes in South Asia, but students are welcome to select any region and time period for their own study.

Instructor(s): W. Axinn
Terms Offered: Autumn

Equivalent Course(s): CHDV 21000, ANTH 35110, ANTH 24320, CRES 21100, PSYC 33000, PSYC 23000, EDSO 21100, AMER 33000, GNSE 31000, CHDV 31000

GNSE 21320. Despair and Consolation: Emotion and Affect in Late-Medieval and Reformation Christianity. 100 Units.

The course surveys major texts in Christian thought and culture from the fourteenth through the sixteenth centuries, and it focuses on how these authors understood despair-a central theme in the writings of many women and men, secular and religious-and how, if at all, despair may be remedied. We will think alongside these late-medieval and early-modern figures about the phenomenon of emotion, the relations between of feeling and knowing, possible responses to (especially negative) affects, and how religious belief, practice, and experience shape and are shaped by emotional life. Major historical figures to be read include: Catherine of Siena, Jean Gerson, Christine de Pisan, Julian of Norwich, Heinrich Kramer, Martin Luther, John Calvin, Teresa of Ávila, and Michel de Montaigne. We will also read selected contemporary voices in affect theory and disability studies to hone our critical and analytical resources for interpreting the primary texts.

Instructor(s): M. Vanderpoel
Terms Offered: Autumn

Equivalent Course(s): MDVL 21330, RLST 21330, HIST 22120

GNSE 21330. Despair and Consolation: Emotion and Affect in Late-Medieval and Reformation Christianity. 100 Units.

The course surveys major texts in Christian thought and culture from the fourteenth through the sixteenth centuries, and it focuses on how these authors understood despair-a central theme in the writings of many women and men, secular and religious-and how, if at all, despair may be remedied. We will think alongside these late-medieval and early-modern figures about the phenomenon of emotion, the relations between of feeling and knowing, possible responses to (especially negative) affects, and how religious belief, practice, and experience shape and are shaped by emotional life. Major historical figures to be read include: Catherine of Siena, Jean Gerson, Christine de Pisan, Julian of Norwich, Heinrich Kramer, Martin Luther, John Calvin, Teresa of Ávila, and Michel de Montaigne. We will also read selected contemporary voices in affect theory and disability studies to hone our critical and analytical resources for interpreting the primary texts.

Instructor(s): M. Vanderpoel
Terms Offered: Autumn

Equivalent Course(s): MDVL 21330, RLST 21330, HIST 22120

GNSE 21350. Early Modern Women Writing Trauma. 100 Units.

This course examines 16th and 17th century women's writing alongside the scholarship of trauma studies, with attention to themes of childhood suffering, loss, and geographical displacement. How did early modern authors employ a vocabulary for individual and collective encounters with death, illness, violence, and emotional disturbance prior to the modern conceptualization of trauma in the 20th century? What displaced histories are we able to access by bringing sustained focus to women's writing? We will explore how early modern women articulate questions around suffering, personhood, and macro categories of identity (such as race, gender, class, and disability) as well as how their writing might reframe and/or disrupt the category of trauma in contemporary theory. Early modern authors of focus will include, among others, Aphra Behn, Elizabeth Carey, Margaret Cavendish, and Katherine Philips; we will also read widely across genres and time periods, with a syllabus that incorporates materials ranging from early modern midwifery treatises to contemporary drama. (Pre-1650, 1650-1830, Theory)

Instructor(s): Beatrice Bradley
Terms Offered: Autumn

Equivalent Course(s): ENGL 21350
GNSE 21352. Coming of Age: Youth Cultures in Postcolonial India. 100 Units.
In this course, we will gain a deeper understanding of how certain key moments in postcolonial India—from student protests to an economic transition to globalization, from rise of Bollywood to the omnipresence of social media—have shaped the youth of the country and how young people in turn have been at the forefront of some of the major events and have created history on their own terms. We will ask: if youth is a construct like gender and caste then how was it constructed over the last seventy years? We will keep two guiding questions in mind—what are considered to be the youth in postcolonial India? And—what are the lived experiences of young people during this time? The ever changing, seemingly arbitrary, and conflicting definitions of youth in government reports, commercial advertisements, or popular culture demands a thorough analysis of this category inside out. We will take an inter-disciplinary approach and examine how the identity of being young intersects with other identities such as class, ethnicity, linguistic abilities and so on. By identifying the constitutive elements of being part of the young generation in a young nation such as India, we will challenge any homogeneous perception of “the youth” and read young people’s experiences in their own contexts. Focusing on youth culture in South Asia will help us think critically about youth culture studies where the Global South remains underrepresented.
Instructor(s): Titas De Sarkar Terms Offered: Winter
Note(s): No prior knowledge of any South Asian language is required.
Equivalent Course(s): SOCI 21532, SALC 21532, HIST 26906, GLST 21532, KNOW 21532

GNSE 21500. Darwinian Health. 100 Units.
This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations.
Instructor(s): J. Mateo Terms Offered: Winter
Prerequisite(s): Prerequisite(s): For BIOS Majors: Three quarters of a Biological Sciences Fundamentals Sequence or consent of instructor.
Note(s): CHDV Distribution - Undergrad: A
Equivalent Course(s): BIOS 23405, HLTH 21500, CHDV 21500, HIPS 22401

GNSE 21522. Leggere al Femminile nella letteratura italiana. 100 Units.
Il corso avvierà gli studenti di lingua italiana al contatto con il testo letterario in lingua originale, ponendosi allo stesso tempo l’obiettivo di esplorare una questione di critica letteraria in alcuni dei suoi aspetti sociologici, storici e storico-letterari. L’esperienza della lettura della letteratura italiana sarà infatti un nucleo tematico e critico che permetterà di leggere autori italiani di diverse epoche. Con il supporto saltuario di alcuni contributi critici mirati (anche in inglese), il corso seguirà la fenomenologia del pubblico femminile dal medioevo fino all’età contemporanea.
Instructor(s): Fara Taddei Terms Offered: Autumn
Prerequisite(s): ITAL 20300 or consent of instructor.
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 21522

GNSE 22046. Introduction to Caribbean Studies. 100 Units.
Why have critics, writers, and artists described the Caribbean as “ground zero” of Western modernity? Beginning with the period before European settlement, we will study slavery and emancipation, Asian indentureship, labor and social movements, decolonization, debt and tourism, and today’s digital Caribbean. We will survey literary and visual cultures, primary source documents, and thought across the English, French, Spanish, and Dutch-speaking Caribbean. All readings will be available in translation. (Fiction, Theory)
Instructor(s): Kaneesha Parsard Terms Offered: Spring
Equivalent Course(s): CRES 20406, LACS 20406, ENGL 20406

GNSE 22048. Girlhood. 100 Units.
This course focuses on narratives in which the category of “girl” or “girlhood” is under construction, or called into question. We’ll begin with a number of works from the eighteenth and nineteenth centuries (novels by Frances Burney, Jane Austen, Mary Wollstonecraft, Charlotte Brontë), and will move into novels, films, comics, and memoirs from the twentieth and twenty-first centuries that draw on or depart from some of those earlier texts. Throughout, the course will draw on work from fields like sociology, history, and feminist and queer theory to consider changing conceptions of childhood, adolescence, and development, as well as the way that intersections of race, class, gender, sexuality, and ability shape categories and narratives of “girlhood.” (Fiction)
Instructor(s): Heather Keenleyside Terms Offered: Autumn
Equivalent Course(s): ENGL 22048

GNSE 22225. Race in African History. 100 Units.
This course examines how the category of race has been identified and discussed in African history from the nineteenth century to the contemporary era. The course combines cultural and social history with recent research from the history of science, gender and sexuality studies, and the history of slavery in Islamic Africa to illuminate the debates, actors, and encounters that animate this dynamic field. Students will analyze case studies from across the continent—from Ghana to Sudan to South Africa—while also keeping an eye to transnational debates about difference, diaspora, imperialism, and nationalism. With readings ranging from classics in Pan-African thought to comparative studies of white settler colonialism, this course will highlight the ways in which race has
shaped and continues to shape African states and societies. Students will also consider film, literature, music, fashion, and studies of the built environment.

Terms Offered: Winter

Note(s): Students who have not take African Civilizations I, II, and III are asked to read African History: A Very Short Introduction (Oxford, 2007) in preparation for this course.

Equivalent Course(s): HIPS 20205, CRES 20205, HIST 20205

GNSE 22240. Women’s Movements in the Modern Middle East. 100 Units.

If asked about women’s movements in the United States, one could expect responses of “Susan B. Anthony,” “first wave versus second wave,” “pussy hats” and so-on. But what about women’s movements in the Middle East? Can you name a famous Middle Eastern feminist? This course will expose you to the rich and diverse history of women’s movements in the Modern Middle East. Beginning in the late 19th century when concepts of love and marriage changed popularly and legally, we will move into the 20th century exploring Middle Eastern women’s involvement at major international women’s congresses, the co-option of women’s groups by single-party states, and into the 21st century looking at LGBTQ activism. In this course, we will assess different varieties of feminism and women’s movements, as these concepts are intersectional and not monolithic. You will interrogate the role of the press, education, colonialism/anticolonialism, religion, and popular culture. Alongside secondary sources, you will examine primary sources produced by these movements - pamphlets, posters, memoirs, and even YouTube videos. We will develop close reading skills and you will have the quarter long project of researching, writing, and producing a podcast episode for a class series. Some prior knowledge of Middle Eastern history is helpful, but certainly not required, and all materials will be available in translation.

Instructor(s): Kara Peruccio Terms Offered: Spring

Equivalent Course(s): HIST 25712, NEHC 20240, NEHC 30240, RLST 20240, JWSC 20540

GNSE 22266. Coming of Age: Autobiography, Bildungsroman, and Memoir in Victorian Britain and its Empire. 100 Units.

In this course, we will consider the broad generic category of “coming of age” stories that characterized the literary writing of the nineteenth century. Across several different kinds of writing, a focus on the growth and development of the child into adulthood became an obsessive focus. We will read autobiographies by Mill and Martineau, Bildungsroman by Bronte and Eliot, memoirs by Dickens but also lesser known figures: working class autodidacts, women in childbirth, colonial subjects. We will, along the way, learn more about Victorian childhood, the emergence of developmental psychology, psychoanalysis, and the socio-psychological “invention” of adolescence. (1830-1940)

Instructor(s): Elaine Hadley Terms Offered: Winter

Equivalent Course(s): ENGL 20266

GNSE 22322. Black Masculin.e.ity in Literature and the Visual Arts: a Transnational Perspective. 100 Units.

Black males have always lived a paradoxical life of invisibility and extreme visibility: on the one hand they are objectified under the gaze of white eyes; on the other hand, they are perceived as potential threats to society and are under constant surveillance. How have artists responded to these stereotypical conceptions of black figures? In this seminar we will analyze literary and artistic representations of black masculin.e.ity in twentieth- and twenty-first-century fictional and non-fictional works from across the Atlantic. We will adopt a historical approach to explore the portrayal of black boys and men in colonized as well as deeply racialized societies. We will delve into the construction of black masculinity and the rise of a new form of agency as counter discourse to existing stereotypes and prejudices. Readings include texts by Aimé Césaire, Franz Fanon, Ahmadou Kourouma, and Richard Wright.

Instructor(s): Michele Kenfack Terms Offered: Winter

Prerequisite(s): Open to undergrads in their third or fourth year.

Note(s): Taught in French and English, with readings in French and English.

Equivalent Course(s): FREN 22322, CRES 21322

GNSE 22823. Global Horrors: Film, Literature, Theory. 100 Units.

This course explores literary and cinematic works of horror from around the world. Subgenres of horror include gothic/uncanny, sci-fi horror, post-apocalyptic, paranormal, monsters, psychological horror, thrillers, killer/slasher, and gore/body-horror, among others. As a mode of speculative fiction, horror envisions possible or imagined worlds that center on curiosities, dreads, fears, terrors, phobias and paranoias that simultaneously repel and attract. Works of horror are most commonly concerned with anxieties about death, the unknown, the other, and our selves. Works of horror are most commonly concerned with anxieties about death, the unknown, the other, and our selves.

Instructor(s): Hoda El Shakry Terms Offered: Autumn

Note(s): Content warning: Course materials will feature graphic, violent, and oftentimes disturbing images and subjects. Enrolled students will be expected to watch, read, and discuss all course materials.

Equivalent Course(s): CMLT 34651, ENGL 34651, GNSE 32823, CRES 23100, CMLT 24651, ENGL 24651

GNSE 23002. Workshop: Regulation of Family, Sex, and Gender. 50 Units.

This workshop exposes students to recent academic work in the regulation of family, sex, gender, and sexuality and in feminist theory. Workshop sessions are devoted to the presentation and discussion of papers from outside speakers and University faculty. The substance and methodological orientation of the papers will both be diverse.

Continuing students only.

Equivalent Course(s): GNSE 33002
GNSE 23004. The Poetics of Life in Modern Latin America. 100 Units.
How do Latin American authors imagine humans, animals, and other nonhuman lives? In what ways do considerations of race, gender, and species determine their cultural imaginary? This course will explore representations of life in Latin American fiction from the nineteenth century to the present. Paying special attention to subjects that are considered “other” (women, indigenous people, animals, cyborgs), we will reflect on the ways in which bodies are valued, ordered, and discarded in stories and novels. Through this examination of the hierarchies of life, we will gain insights into the major shifts in Latin American politics of the past two centuries. Moreover, we will see how literature, often considered to simply “mirror” contemporary values, may become a locus of resistance against racist, speciesist, and gender-based oppression and violence. Our readings will be complemented by excerpts from major cultural theorists and critics including Michel Foucault, Donna Haraway, and Gabriel Giorgi.
Instructor(s): A. Kulez
Note(s): Taught in Spanish.
Equivalent Course(s): ENGL 23127

GNSE 23127. Queer Letters and LGBTQ+ Lifeworlds. 100 Units.
This course asks after the social and aesthetic possibilities of queer literatures, with a particular interest in such life-writing forms as the personal letter and epistolary (or electronic) correspondence. What, we will ask, can attending to specifically LGBTQ+ correspondences and life-writings teach us about minoritarian lifeworlds and literary canons? And, vice versa, how does an attention to the sub- or counter-cultural spaces of queer literary production change the way we read even canonical literary texts? We will visit a variety of LGBTQ+ literary lifeworlds across the twentieth and twenty-first centuries - between London, Paris, New York, San Francisco - and engage a wide range of texts and media that represent and encode queer social circuits: collected correspondences, coterie literatures, auto/biographies, memoirs, poetry, and film. In so doing, we will develop a backdrop of queer theoretical scholarship devoted to questions of community-making, subcultural space and belonging, and queer time, including the work of José Esteban Muñoz, Juana María Rodríguez, Elizabeth Freeman, and Jack Halberstam. In addition to a self-designed archival, analytical, or creative final project, we will also hone archival research strategies through two excursions to local archives and experiment with creative and collaborative strategies for reading and writing as we challenge ourselves to think from the position of correspondents.
Instructor(s): Sarah McDaniel Terms Offered: Autumn
Note(s): This course counts as a Concepts Course for GNSE majors.
Equivalent Course(s): ENGL 23127

GNSE 23131. Witches, Shrews, and Whores: Transgressive Women in the Early Modern Period. 100 Units.
What did it mean to be a “bad” woman in the early modern world? In this course, we will explore the lives of transgressive women from around the world whose behavior did not conform to traditional expectations of femininity. From late imperial China to Victorian England, we will study the representation and lived experience of non-conforming women in history throughout the early modern period. We will read scholarly texts and primary sources, learning how to view history from a feminist lens as we analyze the concept of woman as “witch,” “shrew,” and “whore” in patriarchal societies. We will use gender theory to investigate and analyze the different ways women challenged and subverted gender norms. Some of the women we encounter will include murderers, prostitutes, pirates, cross dressers, rebellious slaves, feminists, and their stories speak to themes of love, sex, violence, family, and law. Exploring the interactions between gendered relationships of power and other social categories, like religion, class, race, and sexuality, we will learn how women navigated traditional gender systems in defiance of the social norms in which they lived.
Instructor(s): Painter, Stephanie Terms Offered: Autumn
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): HIST 29535

GNSE 23132. Activist Survival Kits: Feminism, Race, and the Politics of Movement Health. 100 Units.
What makes activism sustainable and accessible? Not just ideologically or politically, but physically, emotionally, and some would ask, spiritually? How do actors in progressive social justice movements enact care for movement survival? Conversely, when might care serve to depoliticize or otherwise undermine political action? Including the contested topics of burnout and self-care, questions of movement survival and activist sustainability touch on Marxist, Black, and Disabled feminisms, queer theory, the sociology of health and illness, critical theory, and other theoretical lineages. This course takes as its starting points Sarah Ahmed’s concept of feminist “killjoy survival kits,” Black feminist epistemology, adrienne marie brown’s Pleasure Activism, and the sociology of lay health experiences. Ultimately, this course will analyze, theorize, and critique care in activism and social movements. At the same time, it will create space to discern what our own visions of sustainable, politically committed wellbeing look like.
Instructor(s): Allison Reed Terms Offered: Spring
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): CRE 23132, SOCI 20535

GNSE 23133. Queering Visual Culture in Modern India. 100 Units.
This course will examine the process of queering visual cultures in modern India, whereby it interrogates how popular visual cultures (primarily film and advertisements) have upheld normative regimes of gender/sexuality as well as how they have subverted, and ‘queered’ these regimes. It also asks how expressions of gender and
sexuality have been shaped by the contingent and contentious politics of postcolonial India. This course will map three kinds of gender/sexuality visualities in Indian popular culture-ideal woman/femininity, men and masculinities, and queer identity and sexuality. We will pay particular attention to the ways in which films intervene in and shape histories of gendered representation, notably with regard to the figure of the courtesan or 'tawaif' as mediated through blockbuster films. Similarly, we will look at how specific political and social moments construct particular gendered or sexualized representations. These include: the figure of the "mother" during India's nation-building years (1950s); the trope of the "angry young man" set against the country's emergency-era politics and massive unemployment (1970s); and the sexualized male hero, as expressed by the superstar Shah Rukh Khan in his films and adverts (2000s). For the final part of the course, we will consider queer visualities, and explore how gay and trans characters and identities have been represented in a more contemporary sense.

Instructor(s): Borah, Jenisha Terms Offered: Spring
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): SALT 23133, CMST 21133

GNSE 23135. Love, Desire, and Sexuality in Islamic Texts and Contexts. 100 Units.

This class examines key texts in Islamic societies that together comprise a set of cultural narratives through which ideas about love, desire, and sexuality circulated. Throughout the course, we will engage with these broad themes by exploring the subjects of erotic and familial love; gender, sexuality, and the body; Orientalism and the politics of reading desire cross-culturally; and the enduring tensions between the particular and the universal in discourses of and about love, the passions and their vicissitudes in the histories of religion. Islam provides the historical framework through which we can assess shared and differentiated ideas about this important human phenomenon, from the Hellenism of late antiquity to contemporary media of South Asia. We will encounter various ways of understanding love in primary sources that range from the Qur'an and pre-Islamic poetry; to mystics and philosophers such as Ibn al-'Arabi and Ibn Sinâ (Avicenna); to the narratives of Rûmî's Masnâvî and Nînâmi's Laylî o Majnûn; to the popular tales of the A Thousand and One Nights and the framing of Islamic cultural narratives in Bollywood cinema and American popular culture. This course draws on the perspectives of Religious Studies, Medieval Studies, Middle Eastern and South Asian Studies, Gender and Sexuality Studies, and Comparative Literature, and students will have the opportunity over the course of the class to develop a project that relates our content to their own interests.

Instructor(s): Allison Kanner-Botan Terms Offered: Spring
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): RLST 28013, CMLT 28013, SALT 28013, MDVL 28013

GNSE 23136. On being Ill: Feminist and Queer Cancer Narratives. 100 Units.

Two years after a breast cancer diagnosis, Susan Sontag wrote in Illness and Metaphor: "Cancer is considered to be desexualizing...It is a rare and still scandalous subject for poetry; and it seems unimaginable to aestheticize the disease." Still, cancer narratives have become a source of information and inspiration for doctors, patients, and carers alike. In this course, we will examine the genres useful to writing about cancer, and also writing from it, from inside the experience of sickness. We will compare medical attempts to write cancer's abstract biography alongside feminist/queer accounts that foreground the dysphorias of cancer. We will pay particular attention to the ways writers experiment with the conventional limits of diary (Lorde), essay (Sontag, Sedgwick), memoir (Ensler, Boyer), and novel (Butler) to give meaning and form to shapeless experiences of sickness, treatment, and care. We will focus on the relationship between cancer narratives and feminist, queer, disability, and antiracist politics. Does it matter who writes cancer's story? Can feminist and queer practices of care point to more endurable, collective ways of being sick? What insights does cancer offer feminist and queer political projects, especially those that center sexuality as a tool for liberation? Students will examine the narrative, intimate, and political possibilities of various cancer genres and forms, critically examining the deep relationship between storytelling and being ill.

Instructor(s): Jasper, Lee Terms Offered: Spring
Note(s): This course counts as a Concepts Course for GNSE majors.
Equivalent Course(s): HIP 23136, ENGL 23136

GNSE 23406. Contemporary French Cinema. 100 Units.

This course proposes an overview of Francophone cinema of the last decade. It will reflect the diversity and the richness of contemporary auteur cinema through various genres and genre-defying works. We will screen a selection of recent internationally acclaimed movies from renowned filmmakers such as Agnès Varda, Claire Denis, Leos Carax, as well as from a new generation of filmmakers such as Céline Sciamma, Ladj Ly, or Mati Diop. We will also discuss the controversy surrounding the film Cuties (Mignonnes) by Maïmouna Doucouré. We will screen a selection of recent internationally acclaimed movies from renowned filmmakers such as Agnès Varda, Claire Denis, Leos Carax, as well as from a new generation of filmmakers such as Céline Sciamma, Ladj Ly, or Mati Diop. We will also discuss the controversy surrounding the film Cuties (Mignonnes) by Maïmouna Doucouré.

Instructor(s): Dominique Bluher Terms Offered: Winter
Note(s): Students taking the class for French credit are expected to complete assignments (and readings as applicable) in French.
Equivalent Course(s): FREN 23406, CMST 23406

GNSE 23490. Sex in Twentieth-Century Europe. 100 Units.

This course will examine the "syncopated" history of sexuality across this tumultuous century. The period took Europeans from bourgeois norms of sexuality through the 1960s sexual revolution to same-sex marriages; genocide and the emergence of rape as a war crime; and the unprecedented regulation of sexuality and biomedical developments treating infertility. Since the history of sex and sexuality in Europe cannot be thought
outside of European colonialism and the Cold War, the course will also examine how sexuality shaped and was shaped by political ideologies. In short, by examining the centrality of "who can have sex with whom," students will rethink "standard" political narratives of twentieth-century Europe. Working with Dagmar Herzog's "Sexuality in Europe: A Twentieth-Century History," the main text of the course, and drawing on a variety of primary sources-including law and medical treatises, popular culture, and autobiographies-students will also gain an insight into the ways in which sexuality can be studied beyond archival sources.

Instructor(s): M. Appeltová Terms Offered: Winter
Equivalent Course(s): HIPS 23410, HIST 23400, HMRT 23400, HLTH 23400

GNSE 23505. Ethnographic Approaches to Gender and Sexuality. 100 Units.
This methods course aims to prepare graduate students and advanced undergraduates for ethnographic research on topics focused on gender and sexuality. We will read articles and books showcasing ethnographic methodologies, and we will discuss benefits and limitations of various research designs. Class debates will cover epistemological, ethical, and practical matters in ethnographic research. We will discuss issues of positionalality, self-reflexivity, and power. Students will be required to formulate a preliminary research question at the beginning of the course, and will conduct a few weeks of ethnographic research in a field site of their choosing. Each week students will produce field notes to be exchanged and discussed in class, and as a final project they will be asked to produce a research proposal or a short paper based on their observations.

Instructor(s): Cate Fugazzola Terms Offered: Autumn, Winter
Equivalent Course(s): GNSE 33505, SOCI 30319, MAPS 33503

GNSE 23506. Gender, Sex, and Culture. 100 Units.
This introductory graduate course examines the social construction of gendered identities in different times and places. We study culturally-specific gendered experiences, 'roles,' rights and rebellions around the world, discussing the individual and social consequences of gender and the interrelationships between gender and other categories for identity including race, class and sexuality. While focusing on the global diversity of gendered experience and expectations, we also examine gender in the US, taking a critical approach to understanding gendered inequality and gender-based and sexual violence both abroad and at home. Finally, we examine the role of gendered expectations in Western science, the relationship between gender and 'globalization,' and the contemporary movements affecting change in gendered norms, especially in the arts and media. Advanced Undergraduates admitted with Instructor consent.

Instructor(s): Mary Elena Wilhoit Terms Offered: Autumn
Prerequisite(s): Advanced Undergraduates admitted with Instructor consent.
Equivalent Course(s): ANTH 23216, MAPS 33502, GNSE 33506, ANTH 32925

GNSE 24006. Embodiment and the Senses. 100 Units.
This course approaches bodies as points of insight into governance, the varied experiences of being governed, and efforts to evade and reconfigure institutional expressions of authority. First, we will examine bodies as targets of governance, objects to be reformed, regulated, contained, disciplined, educated, incarcerated, trained, and ‘cared’ for. Next, we will consider how bodies accrue power as sites of resistance, refusal, and critique. Certain bodies in certain places elicit discomfort, unsettling familiar divisions such as of private and public space, of developed and backward, of religious and secular, of reason and madness, of citizenship and (often racialized) non-citizenship. Finally, we will ask how bodies and sensory practices figure in ethical projects of crafting exemplary kinds of subjectivity or collectivity. In this way, the course will introduce students to anthropological approaches to embodiment as well as related questions of biopolitics, gender and race, political subjectivity, care and self-making, post-colonialism, sensory politics and the aesthetic. Along the way, students will gain a new appreciation of the political potency of bodies and bodily practices near and far-from Lenin’s preserved body to Trump’s “small” hands, reproductive labor to sex work, dirty protest to women’s marches, indigenous eco-rituals to queer intimacies.

Instructor(s): Mareike Winchell Terms Offered: Winter, Winter 2022
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 23216, ANTH 32925

GNSE 24220. Anxious Spaces. 100 Units.
This course explores built (architectural), filmic, and narrative spaces that disturb our bearings, un-situate us, and defy neurotypical cognition. In the sense that “angst” is a mode that can be understood as both stalling and generative, we analyze spaces and representations of spaces such as corridors, attics, basements, canals, viaducts, labyrinths, forests, ruins, etc., spaces that are felt as estranging, foreboding, in short, anxiety-provoking, in order to understand why—despite or because these topoi are hostile—they are produced, reproduced, and craved. We will pay special attention to abject spaces of racial and sexual exclusivity, sites of spoliation, and of memory and erasure. Among our primary texts are films by Kubrick, Tarkovksy, and Antonioni, and Chytilová, short fiction by Borges, Kafka, Nabokov, and selections from the philosophical/theoretical writings of Bachelard, Deleuze & Guattari, Debord, Foucault, Kracauer, and the edited volume, Mapping Desire, Geographies of Sexuality.

Instructor(s): Malynne Sternstein Terms Offered: Spring
Equivalent Course(s): ARCH 24220, REES 34220, REES 24220, GNSE 34220

GNSE 24514. Colonial Power in East Asia. 100 Units.
This course takes a transnational and comparative approach to the study of colonialism in East Asia from the Opium Wars through the end of World War I. Using foundational theories of postcolonial scholarship as a
starting template, we will explore the interrelationship of colonial power and ideologies of race and gender across China, Japan, and Korea during the nineteenth century. Critically evaluating both primary and secondary sources will help us contextualize the development of the Japanese empire within a larger narrative of the expansion of Euro-American colonial power into East Asia. In doing so, we will discover that sites of empire in East Asia often destabilize the most common binaries of postcolonial study: Occident/Orient, colonizer/colonized, white/other, and premodern/ modern. Instructor(s): J. Dahl Terms Offered: Winter
Equivalent Course(s): GLST 24514, HIST 24514, CRES 24514, EALC 24514

GNSE 24515. Social Outcasts: Exclusion and Discontent in Late Imperial and Modern China. 100 Units.
This course considers the often neglected presence of “social outcasts” in Chinese history as a gateway to understanding ideas and practices of discrimination from the late Qing to modern-day China. It traces changes in the intersection of law, custom, and daily social practices, focusing on attempts aimed at legitimizing discrimination across class, territory, ethnicity, religion, gender and disability. Thus a theoretical objective of the course is to analyze legal and social dimensions of exclusion along the axis of empire and state building. Chronologically, this course begins with the collapse of status order in the late Qing and explores how the Republic and the PRC managed transgressive elements of society, from beggars, prostitutes, and the insane to ethnic and religious minorities. We will use legal documents, police records, and visual materials to explore how sociocultural processes shape the experience of discrimination and its resistance. Another focus of this course will be asking how disenfranchised groups might enhance our understanding of mainstream values. Through discussions, in-class presentations, and written assignments, students will develop skills to analyze historical evidence and critically reflect on its implication for cross-cultural issues. Instructor(s): C. Wang Terms Offered: Spring
Equivalent Course(s): CRES 24515, EALC 24515, HIST 24515

This course will consider a variety of historical debates and controversies surrounding the concept of freedom of speech and expression, from 19th century obscenity law through instances of 20th century political and economic repression and on to the concept’s cooption by right-wing free market discourse and debates about hate speech in the present. Case studies from 19C-21C literature in English and English-translation. (Fiction, Poetry, 1830-1940, Theory)
Instructor(s): Zach Samalin Terms Offered: Spring
Equivalent Course(s): ENGL 24545

GNSE 24550. Women and Girls in Science. 100 Units.
This goal of this discussion-based course is to examine the gender disparity in science using multiple perspectives. Specifically, we will consider the cultural, biological, and psychological sources of gender differences in science. We will also discuss current methods and develop novel ideas to overcome these disparities.
Instructor(s): K. Pagel Terms Offered: Winter
Note(s): Grad distribution: 1, 2, 3 Undergrad: Comparative Behavioral Biology
Equivalent Course(s): CHDV 24550, CHDV 34599, HIPS 21500, SOCI 30520, GNSE 34550, CHDV 24550, SOCI 20520

GNSE 24704. Un/Making Citizenship: The Politics of the Intimate. 100 Units.
The state is like a gravitational force that holds people in relation to itself, tugging and turning each person to different degrees. Citizenship is the mediation of that relationship. In this course, we examine different dimensions of citizenship across the life course, considering the ways people are formed into certain kinds of subjects. We ask: how and why are intimate life events of interest not only to those involved, but also to governing authorities? From the governance of conception and birth, to the (non)conferral of legal identities, the state manages legitimacy through documents like birth certificates, whose contents or absence can shape a person’s entire life trajectory. In childhood, schools work to transform children into certain kinds of future citizens. From legal adulthood’s gradual accrual of rights -- to vote, to have sex, to drink, to stand trial -- to old age and long after death, citizenship extends beyond the lifecourse. Over the course of the quarter, we investigate the ways people negotiate attempts to transform them into citizens, examining in particular how citizenship is mediated in relation to religion, sexuality, migration, disability, marriage, pregnancy, old age, and death.
Instructor(s): Kathryn Takabvirwa Terms Offered: Autumn. Autumn 2021
Equivalent Course(s): ANTH 24702

GNSE 24706. Japanese Art in the Sinosphere. 100 Units.
From the earliest centuries of the common era until the 1870s, Japanese writers, artists, and scholars considered themselves to be living in the Sinosphere: the realm of China’s cultural and political centrality. Starting with a consideration of Chinese material culture in the Tale of Genji, we will proceed to address topics such as the relation between Chinese and Japanese handscroll paintings, the spread of Chinese-style ink monochrome painting in Japan, the rise of the Kano school as official painters and Chinese-style painting experts, and the immense popularity of literati painting and calligraphy. Korean painting’s intersection with Chinese and Japanese art in the medieval and early modern periods will also factor into the discussion. We will evaluate the changing dynamics around political power and gender embodied in the Chinese/Japanese oppositional duality and reassess the prevailing narratives concerning how the Sinosphere faded from view in the Meiji era.
Instructor(s): C. Foxwell Terms Offered: Winter
GNSE 24802. Foucault and the Christians: On Ethics, Desire, and The History of Sexuality. 100 Units.
In this course, we will examine the importance of early Christianity in Foucault’s History of Sexuality project, with attention to the grounds on which he contrasts sexual ethics in Greco-Roman Antiquity and early Christianity. The course will proceed through close readings of passages of Foucault’s late work, in conversation with his interlocutors, and key texts by Plato, Seneca, Marcus Aurelius, Tertullian, Cassian, and Augustine. Over the course of the readings, we will understand the question Foucault poses on sexual ethics in Antiquity, the nature of the shift in early Christianity, and the stakes of these distinctions for the genealogy of the modern subject. In our philosophical and historical investigation, we will address themes of body, sexuality, and desire; history, tradition, and religion; and the relationship between politics, ethics, and truth.
Instructor(s): Maureen Kelly Terms Offered: Autumn
Equivalent Course(s): ARTH 24706, EALC 24716, EALC 34716, ARTH 34706, GNSE 34706

GNSE 25210. American Epidemics, Past and Present. 100 Units.
This course explores how disease epidemics have shaped watershed periods in US history from the late eighteenth century to the present. Through readings, lectures, and in-class discussions, we will employ different categories of analysis (e.g., race, gender, class, and citizenship) to answer a range of historical questions focused on disease, health, and medicine. For instance, to what extent did smallpox alter the trajectory of the American Revolution? How did cholera and typhoid affect the lived experiences of slaves and soldiers during the Civil War? In what ways did the US government capitalize on fears over yellow fever and bubonic plague to justify continued interventions across the Caribbean and the Pacific? What do these episodes from the American past reveal about contemporary encounters with modern diseases like HIV/AIDS, Ebola, and COVID-19? Course readings will be drawn from book chapters and scholarly articles, as well as primary sources ranging from public-health reports, medical correspondence, and scientific journals to newspapers, political cartoons, maps, and personal diaries. Grades will be based on participation, weekly Canvas posts, peer review, and a series of written assignments (a proposal and an annotated bibliography, primary source analysis, book review, and rough draft) all of which will culminate in a ten-page final research paper.
Instructor(s): C. Kindell Terms Offered: Winter
Equivalent Course(s): HIST 25218, ENST 25218, AMER 25218, HLTH 25218, HIPS 25218, GLST 25218, CRES 25218

GNSE 25222. Feminist Perspectives on Science. 100 Units.
Feminist perspectives on science come from anthropology, sociology, history, and philosophy. What they have in common is a determination to uproot the deepest and least visible forms of oppression in our society: those pertaining to facts and methods we unquestioningly take to be true, known, and valid. We will first acquaint ourselves with the value-free ideal of science as an objective, rational process of discovery, and the ways this ideal has been wielded as an instrument of domination. We will spend the rest of the quarter challenging this dogma by (1) historically demonstrating science’s symbiotic alliances with political ideologies of gender and race, (2) ethnographically examining structural and interactive practicalities of knowledge-construction and -circulation that reproduce social oppression, and (3) epistemologically deconstructing the very notions of objectivity and rationality that are used to insulate science from feminist critique. Works include but are not limited to authors Londa Schiebinger, Evelyn Hammonds, Emily Martin, Sharon Trawee, Susan Leigh Star, Joan Fijimura, Helen Longino, Heather Douglas, Donna Haraway, Elizabeth Anderson, Sandra Harding, and Susan Haack.
Instructor(s): P. Mostajir Terms Offered: Autumn. Autumn 2020
Equivalent Course(s): ANTH 22124, SOCI 20517, HIPS 25202

GNSE 25262. Gender and Sexuality in a Transnational World. 100 Units.
This course, through attention to critical theory and expressive cultures, surveys gender and sexuality across time and place. Students will learn about theories of sex, gender, and sexuality; colonialisms and nationalisms; social movements; and war, migration, and technology. (Fiction, Theory)
Instructor(s): Kaneesha Parsard Terms Offered: Winter
Equivalent Course(s): ENGL 25262

GNSE 25404. Gender, Politics and Philosophy. 100 Units.
In this class we’ll read classic and contemporary texts in the philosophy of gender that examine questions such as the following. What exactly is gender? And what is sex? What does it mean to be a man or a woman? Are these natural or social kinds—that is, do these words refer to phenomena that humans have discovered or to ones they’ve created? Should we continue to group all human beings into just two sex/gender categories—or should we instead expand the number of categories we use? Or should we stop classifying humans by sex and gender altogether? And who should have the authority to make these kinds of decisions? We will frequently ask how these conceptual matters bear on how we should live, how we should relate to others, and how we should organize social and political life. Readings will include works by authors such as Simone de Beauvoir, Iris Marion Young, Angela Davis, Nancy Fraser, Sally Haslanger, Sandra Bartky, Patricia Hill Collins, Serene Khader and Katharine Jenkins. (A)
Instructor(s): T. Zimmer Terms Offered: Winter
Equivalent Course(s): PHIL 25404
GNSE 25506. Grandes voix féminines des Lettres africaines. 100 Units.

This course offers a critical synthesis of some of the most prominent voices of women from the African continent. The course will focus on authors such as Mariama Bâ, Amina Sow Fall, Fatou Diome, Léonora Miano, Scholastique Mukasonga, and Véronique Tadjo. It aims to study the themes developed by these authors and the techniques they use. The course will explore how gender and sexuality have been conceptualized in political, philosophical, and literary texts from late antiquity to the present. What does the figural relationship between ecstasy and orgasm suggest about the broader relationship between philosophy, theology, sexuality, and desire? What role does pleasure and pain play in philosophical and theological reflection? How has ecstasy been deployed both as a form of political resistance and as complicit in the perpetuation of power, most often non-Western women of color from traditional patriarchies. However, oftentimes these well-intentioned movements toward liberation are incompatible with the lived realities of the oppressed, and, oftentimes, the “oppressed” are actually active agents in their own liberations. This course will explore what we mean when we discuss ideas of liberation and social acceptance through a gendered cultural lens, considering the foundations of contemporary feminism and human rights dialogues within different cultural and racial contexts. What and whom are we purportedly liberating with our liberal Western ideals, and what and whom are we failing to consider? Why are gender, sex, and sexuality emphasized to the degree they are, and how do differencing emphases produce different sociocultural results? What moral exercises are necessary to most accurately understand the various central elements of a human cultural experience? Can individuals, including ourselves, ever truly be liberated from cultural contexts?

Instructor(s): Khalid Lyamlahy
Terms Offered: Autumn

Equivalent Course(s): CATA 35520, CATA 25520, SPAN 35520, GNSE 35520, SPAN 25520

Note(s): Taught in Spanish.

GNSE 25520. Narrativas trans en la cultura catalana del siglo XX. 100 Units.

This course traces the history of the autobiographical genre in France from the eighteenth century to the present. The course will focus on the autobiographers and their techniques. The course will explore numerous ways that ecstasy and synonymous terms like “orgasm,” “bliss,” and “louissance” have been conceptualized in philosophical, theological, and literary texts from late antiquity to the present. What does the figural relationship between ecstasy and orgasm suggest about the broader relationship between philosophy, theology, sexuality, and desire? What role does pleasure and pain play in philosophical and theological reflection? How has ecstasy been deployed both as a form of political resistance and as complicit in the perpetuation of histories of violence? Focusing on the Christian tradition and its impact on queer theory, our readings may include, but are not limited to, texts by Plotinus, Pseudo-Dionysius, Margaret Ebner, Hadewijch, Margery Kempe, Teresa of Ávila, Lacan, Glück, Edelman, and Muñoz.

Instructor(s): A. James
Terms Offered: Winter

Note(s): Request AV room

Equivalent Course(s): CRES 25002, CHDV 25002

GNSE 26003. Introduction à l’autobiographie. 100 Units.

This course traces the history of the autobiographical genre in France from the eighteenth century to the present. The study of key texts will be accompanied by an introduction to some critical perspectives. We will give special emphasis to questions of reference and authenticity, identity and subject formation, and gender and the family. Authors include Rousseau, Chateaubriand, Stendhal, Colette, Perec, and Sarraute.

Instructor(s): A. James
Terms Offered: Autumn

Prerequisite(s): FREN 20500 or 20503

Note(s): Taught in French.

Equivalent Course(s): CRES 26003

GNSE 26104. Ecstasy. 100 Units.

The concept of ecstasy is often associated with an extraordinary experience of the philosophical, sexual, and religious varieties, but in what way is ecstasy also bound to rituals of the ordinary? In this course we will explore numerous ways that ecstasy and synonymous terms like “orgasm,” “bliss,” and “louissance” have been conceptualized in philosophical, theological, and literary texts from late antiquity to the present. What does the figural relationship between ecstasy and orgasm suggest about the broader relationship between philosophy, theology, sexuality, and desire? What role does pleasure and pain play in philosophical and theological reflection? How has ecstasy been deployed both as a form of political resistance and as complicit in the perpetuation of histories of violence? Focusing on the Christian tradition and its impact on queer theory, our readings may include, but are not limited to, texts by Plotinus, Pseudo-Dionysius, Margaret Ebner, Hadewijch, Margery Kempe, Teresa of Ávila, Lacan, Glück, Edelman, and Muñoz.

Instructor(s): Kris Trujillo
Terms Offered: Autumn

Equivalent Course(s): RLV 36102, CMLT 26102, GNSE 36104, RLST 26102, CMLT 36102
GNSE 26210. Witches, Sinners, and Saints. 100 Units.
This course examines representations of women's bodies and sexualities in colonial Latin American writings. In doing so, we will study the body through a variety of lenses: the anatomical body as a site of construction of sexual difference, the witch's body as a site of sexual excess, the mystic's body as a double of the possessed body, the tortured body as a site of knowledge production, and the racialized bodies of New World women as sites to govern sexuality, spirituality, labor, and property in the reaches of the Spanish Empire.
Instructor(s): Larissa Brewer-García Terms Offered: Autumn
Prerequisite(s): For undergrads: SPAN 20300 or consent of instructor.
Note(s): Taught in Spanish.
Equivalent Course(s): GNSE 36210, LACS 36212, LACS 26212, CRES 36220, SPAN 26210, SPAN 36210, CRES 26220

GNSE 26822. Women and Food in Latin America. 100 Units.
Taking on a transatlantic and trans-historic approach to understanding the role and representation of women in connection to food, this course will explore a diverse array of cultural artifacts ranging from 1583 to contemporary times. We will read authors such as Sor Juana Inés de la Cruz, Spanish chronicles about the food cultures of the Mexico people, alongside cookbooks, and representations of women and food in Baroque, Colonial Latin American, and Latinx art. We will put premodern and modern sources in dialogue in order to flesh out the long-standing ideas and representations of women’s relation to food. Some of the questions we will explore are: How have notions of race shaped the experience of Latin American women in the kitchen? What modes of knowledge transmission has food enabled for women? How have Mexican and Latinx women re-appropriated the figure of a 17th-century poet as a culinary icon? How have poets re-imagined the religious meanings of food? Our focus will be on how notions of motherhood, femininity, and sexuality are expressed and constituted in practices and cultural beliefs about food. We will also explore how women have reimagined the space of the kitchen and challenged conventions such as domesticity, breastfeeding, health, and appetite. Today, gender inequality in the domestic space and the food industry is still very much a reality. For that reason, this class also aims to reflect upon women’s contemporary issues in relation to eating and cooking.
Instructor(s): Daniela Gutiérrez Flores Terms Offered: Spring
Equivalent Course(s): SPAN 26822, LACS 26822

GNSE 26856. Queer Theory: Futures. 100 Units.
TBD
Instructor(s): Kris Trujillo
Equivalent Course(s): ENGL 36856, RLST 26856, CMLT 26856, CRES 26856, GNSE 36856, CMLT 36856, RLVC 36856, ENGL 26856

GNSE 27017. Passing. 100 Units.
In this course, we examine how people move within and between categories of identity, with particular attention to boundary crossings of race and gender in U.S. law and literature from the nineteenth century to the present. Law provides a venue and a language through which forces of authority police categories of identity that, at Jean Stefancic and Richard Delgado observe, “society invents, manipulates, or retires when convenient.” Readings will include theoretical texts as well as court rulings, cultural ephemera, and literary texts.
Instructor(s): Nicolette I. Bruner Terms Offered: Spring
Equivalent Course(s): ENGL 27017, CRES 27017, KNOW 27017

GNSE 27100. Sociology of Human Sexuality. 100 Units.
After briefly reviewing several biological and psychological approaches to human sexuality as points of comparison, this course explores the sociological perspective on sexual conduct and its associated beliefs and consequences for individuals and society. Substantive topics include gender relations; life-course perspectives on sexual conduct in youth, adolescence, and adulthood; social epidemiology of sexually transmitted infections (including AIDS); sexual partner choice and turnover; and the incidence/prevalence of selected sexual practices. Network analytic approaches will be introduced.
Instructor(s): E. Laumann Terms Offered: Spring
Prerequisite(s): Introductory social sciences course
Equivalent Course(s): SOCI 30107, SOCI 20107

GNSE 27205. Reproductive Rights as Human Rights. 100 Units.
This course examines human rights approaches to reproductive health and justice with critical grounding in ethnographic case studies. We will begin by surveying major debates and tactics of feminist movements in North and South Americas, comparing visions of reproductive rights based on ideals of liberal individualism and private property with traditions of collective claims for social and economic rights. Our case studies include the Zika epidemic in Brazil, immigration and reproductive health care access in the United States, the shackling of pregnant women in U.S. prisons, the politics of sterilization and birth control in Puerto Rico, and the legalization of abortion in Mexico City. Hearing from guest speakers who work as lawyers, healthcare practitioners, activists and community organizers, we will consider reproductive rights as human rights in a field of contestation that involves diverse actors, state interests, and social movement histories.
Instructor(s): Amy Krauss, Postdoctoral Lecturer Terms Offered: Spring
Equivalent Course(s): HMRT 27205, HLTH 27205, HMRT 37205, GNSE 37205
GNSE 27536. The Transatlantic Slave Trade & the Making of the Black Lusophone Atlantic, 1450-1888. 100 Units.

By the abolition of Brazilian slavery in 1888, an estimated 4.3 million men, women, and children had been imported from Africa to Brazil. Yet, the narratives of slavery and freedom in the North Anglophone and Francophone Atlantic often dominate the popular imagination. This course is aimed at increasing knowledge about how slavery and the transatlantic slave trade shaped the Atlantic World through an examination of the deeply intertwined histories of Brazil and West Africa. This course offers a critical ‘genealogy of the present’ by investigating the historical roots of racial, gendered, and social inequality that persist in Brazil and Lusophone West Africa today. It will focus on the diverse social, cultural, and political linkages that were forged as a result of the transatlantic trade with particular attention to the Portuguese in West Africa; the development and growth of the slave trade to Brazil; the relationship between slavery and gender; the continuity and adaptation of African social and cultural practices; and resistance, rebellion, and freedom. We will end the course with a look at how different communities, individuals, and nations continue to grapple with the memory and legacy of slavery today.

Instructor(s): Erin McCullugh Terms Offered: Spring
Equivalent Course(s): CRES 27536, HIST 29009, LACS 27536, HMRT 27536

GNSE 27539. The Politics of Black Queer Feminist Praxis. 100 Units.

This course critically interrogates contemporary “status quo” power dynamics through a lens of Black Queer Feminism. This course understands Black Queer Feminism as a political praxis that operationalizes intersectionality by seeking to deconstruct normative and hegemonic systems of power. While many of the attendees of the Women’s March of 2017 were white, over 53% of white women had just voted for Donald Trump in the 2016 presidential election. This comes at a stark comparison with the 94% of Black women that voted for Hilary Clinton. As one journalist cleverly wrote, this highlights a “53 percent problem in American Feminism”. This seminar-style course, through critical engagement with Black Queer Feminist praxis (thought and action), attempts to reconcile this 53 percent problem. We will begin with a history of Black feminist thought and transition to its contemporary iterations, including trans politics and queer theory. Along with a diasporic and transnational analysis, we will investigate: how do contemporary iterations of radical Black feminism engage with and resist against the state? How does Black Queer Feminism shape politics and society? The syllabus will incorporate readings from various disciplines including political science, sociology, and Black studies and will focus on how the simultaneity of hegemony shapes access to and relationships with power.

Instructor(s): Laterricka Smith Terms Offered: Spring
Equivalent Course(s): CRES 27539, PLSC 21539

GNSE 27721. Relating Race and Religion: Critical Concepts of Blackness and Jewishness. 100 Units.

This course examines Blackness and Jewishness in order to untangle the intersections of race and religion as they are represented in political polemic, fiction, memoir and philosophy in France and the United States from the 1960s to the present. Founded on ideals of universalism, pluralism and secularism, France and the United States are fraught with contradictions when it comes to race and religion. You will critique these founding ideals in order to expose their contradictions, and in the process seek new ways to articulate how religion and race, along with intersecting categories such as gender and sexuality, can become tools of political resistance. Readings include works by thinkers such as Césaire, Fanon, Memmi, Levinas and Foucault, along with literary classics by Nella Larsen and Sarah Kofman, and contemporary critical essays by Judith Butler, Christina Sharpe and Talal Asad. Throughout this course, you will examine how the concepts of race and religion are key components of the political, philosophical and ethical projects of these authors, and develop historical and conceptual perspective on the origins and current forms of debates that trouble the boundaries between personal and political.

Instructor(s): Kirsten Collins Terms Offered: Winter
Equivalent Course(s): RLIST 27721, FREN 27721, ANTH 23916, CRES 27721, GLST 27721, JWSC 27721, CMLT 27721

GNSE 28202. United States Latinos: Origins and Histories. 100 Units.

An examination of the diverse social, economic, political, and cultural histories of those who are now commonly identified as Latinos in the United States. Particular emphasis will be placed on the formative historical experiences of Mexican Americans and mainland Puerto Ricans, although some consideration will also be given to the histories of other Latino groups, i.e., Cubans, Central Americans, and Dominicans. Topics include cultural and geographic origins and ties; imperialism and colonization; the economics of migration and employment; legal status; work, women, and the family; racism and other forms of discrimination; the politics of national identity; language and popular culture; and the place of Latinos in US society. Equivalent Course(s): AMER 28001, CRES 28000, GNSE 28202, HIST 38000, LACS 28000, LACS 38000, CRES 38000, GNSE 38202, AMER 38001
Instructor(s): R. Gutiérrez Terms Offered: Autumn
Equivalent Course(s): CRES 28000, LACS 28000, LACS 38000, HIST 28000, HIST 38000, AMER 38001, CRES 38000, AMER 28001, GNSE 38202

GNSE 28307. Transfiguration: Changing Bodies and Gender in Premodern Christianity. 100 Units.

This course surveys ancient and medieval Christian views on the body and gender with a particular interest in ideas of transformation, supplemented by contemporary readings in trans studies. The course explores a number of themes diachronically: the creation of human bodies, debates about matter, doctrines of the resurrection, eunuchs, possession, gender (non)conformity, and various modes of gender crossing. Thus, it provides both an introduction to major figures in the history of Christianity and a primer in religious-studies and historical

Instructor(s): M. Vanderpoel Terms Offered: Spring
Equivalent Course(s): RLST 28307, MDVL 28307

GNSE 28498. Women, Development and Politics. 100 Units.
This course will explore the dominant and emerging trends and debates in the field of women and international development. The major theoretical perspectives responding to global gender inequities will be explored alongside a wide range of themes impacting majority-world women, such as free market globalization, health and sexuality, race and representation, participatory development, human rights, the environment and participation in politics. Course lectures will integrate policy and practitioner accounts and perspectives to reflect the strong influence development practice has in shaping and informing the field. Course materials will also include anti-racist, postcolonial and post-development interruptions to dominant development discourse, specifically to challenge the underlying biases and assumptions of interventions that are predicated on transforming “them” into “us”. The material will also explore the challenges of women participating in politics and what are the consequences when they do or do not.

Instructor(s): Bautista, M. and Chishti, M. Terms Offered: Autumn
Equivalent Course(s): LACS 28498, PBPL 28498

GNSE 28603. United States Labor History. 100 Units.
This course explores the history of labor and laboring people in the United States. It will consider the significance of work from the vantage points of law, culture, and political economy. Key topics will include working-class life, industrialization and corporate capitalism, slavery and emancipation, the role of the state and trade unions, race and sex difference in the workplace. The course is intended for freshmen through seniors, as well as majors in history and in other disciplines.

Instructor(s): A. Stanley Terms Offered: Autumn
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.

Equivalent Course(s): LLSO 28000, HIST 18600, HMRT 28600

GNSE 28775. Racial Melancholia. 100 Units.
This course provides students with an opportunity to think race both within a psychoanalytic framework and alongside rituals of loss, grief, and mourning. In particular, we will interrogate how psychoanalytic formulations of mourning and melancholia have shaped theories of racial melancholia that emerged at the turn of the twenty-first century. Turning to Asian American, African American, and Latinx theoretical and literary archives, we will interrogate the intersections of race, gender, and sexuality and ask: How do literatures of loss enable us to understand the relationship between histories of racial trauma, injury, and grief, on the one hand, and the formation of racial identity, on the other? What might it mean to imagine literary histories of race as grounded fundamentally in the experience of loss? What forms of reparations, redress, and resistance are called for by such literatures of racial grief, mourning, and melancholia? And, finally, how, if understood as themselves rituals of grief, might psychoanalysis and the writing of literature assume the role of religious devotion in the face of loss and trauma?

Instructor(s): Kris Trujillo Terms Offered: Autumn
Note(s): PhD Students in Comparative Literature and Divinity are given priority registration and should email Ingrid Sagor, isagor@uchicago.edu with consent requests.

Equivalent Course(s): CMLT 28775, RLVC 38775, CRES 22775, ENGL 28775, CMLT 38775, ENGL 38775, RLST 28775, GNSE 38775

GNSE 29000. The American Culture Wars. 100 Units.
Should we rename institutions named for people who advocated—or accepted—white supremacy? Should the religious views of judges be subject to public scrutiny? Should religious institutions be exempt from certain public health regulations? These questions are only the latest battlefields in the “culture wars,” the long-running conversation-or, more often, shouting match-about what the United States ought to stand for and how Americans ought to live. This course will explore how Americans have wrestled with questions of morality and national identity since the country’s founding. It will put contemporary struggles in context by examining past cultural conflicts. Potential topics include: the establishment and disestablishment of religion in the early United States; debates over how many and what kind of immigrants to allow into the country; and campaigns to control or prohibit dangerous substances, especially alcohol.

Instructor(s): Will Schultz Terms Offered: Autumn
Equivalent Course(s): AMER 29000, CRES 27000, HIST 27715, RLST 29000

GNSE 29001. Painting and Description in the Roman World: Philostratus’ Imagines - Religion, Education, Sexuality. 100 Units.
This course explores Roman art, especially painting, through the single most thoughtful, playful and creative text on naturalistic painting written in antiquity. Arguably, it is the most interesting examination of the brilliance and the problems of naturalism ever written in the Western tradition, creating a non-historicist, fictive and rhetorically-inflected model for thinking about art. Philostratus took the rhetorical trope of Ekphrasis to new heights, in an extraordinary intermedial investigation of textuality through the prism of visuality and of visual
art through the descriptive prism of fictional prose. The course will involve close readings of Philostratus’ descriptions of paintings alongside exploration of the Greek and Roman art of the imperial period from Pompeian paintings via floor Mosaics to sarcophagi. A reading knowledge of Greek could not be described as a disadvantage (!) but is not a requirement. The course will be taught over 5 weeks in the Spring Quarter on an intensive schedule. =Before the course begins, read the Imagines of the Elder Philostratus in the Loeb Classical Library translation (by Arthur Fairbanks, 1931, Harvard U.P., much reprinted). This book is not exorbitantly expensive and is worth buying, as we will all need a copy throughout.

Instructor(s): Jaś Elsner Terms Offered: Spring
Equivalent Course(s): ARTH 29001, RLST 29001, GNSE 39001, RLVC 39001, ARTH 39001

GNSE 29050. Religion, Race, and Gender in the (Un)Making of American Mass Incarceration. 100 Units.
The United States has the largest population of incarcerated people in the world; it imprisons a greater percentage of its citizens than any other country. Scholars have offered a number of explanations for the phenomenon of mass incarceration, from theories about the war on drugs, the prison industrial complex, and “the new Jim Crow.” In this course we will interrogate these prevailing theories with an eye to three crucial themes: race, gender, and religion. We will trace the ways these factors are intertwined with the billion-dollar correctional industry in the United States, beginning with the racist, Christian origins of the American legal system and the underlying assumptions about our central categories in criminology and policing protocols. We will then proceed through sentencing, the experience of incarceration, and post-release rehabilitation and parole. Along the way we will consider, inter alia, the criminalization of blackness; the school to prison pipeline; discourses on mercy and penitence in judge and jury decisions; how prison policies on acceptable religious officiants and types of “scripture” produce local definitions of religion; the gendered divisions of prison labor; the gendering and sexualizing of inmates’ bodies; the role of faith-based prisons and prison ministries in rehabilitation programs and narratives; and the religious nature of radical Black feminist abolition activism.

Instructor(s): Emily Crews Terms Offered: Spring
Equivalent Course(s): SOCI 20543, AMER 29050, HMRT 29051, CRES 29050, RLST 29050, SSAD 29050, ANTH 25219, HIST 28005

GNSE 29313. Childhood and Human Rights in the Twentieth Century. 100 Units.
How and when did we come to embrace the idea that children are innocent and defenseless? What are the implications of framing children’s rights as human rights? In this course, we will explore key historical transformations in the legal, social, and cultural construction of childhood in modern Western societies. We will examine children’s own experiences and how adults rendered them the subjects of study and state regulation. Topics of discussion will include work, leisure, education, sexuality, criminality, consumerism, and censorship. Throughout, we will discuss how ideas about race, gender, class, and age have shaped the way that the public and the state had defined childhood: who was entitled to a protected period of nurture, care, and play; who was allowed to be disobedient, or even lawless, and still avoid legal consequences. We will explore how and why some children have been and continue to be excluded from this idealized vision.

Instructor(s): N. Maor Terms Offered: Spring
Equivalent Course(s): LLSO 20301, HIST 29313, CRES 29313, HMRT 29313, AMER 29313

GNSE 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.
This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female “hysteria,” evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.

Instructor(s): M. Appeltová Terms Offered: Spring Winter
Equivalent Course(s): CHDV 29318, HIST 29318, HIPS 29318, CRES 29318, HLTH 29318, HMRT 29318

GNSE 29700. Readings in Gender Studies. 100 Units.
This is a general reading and research course for independent study not related to the BA thesis or BA research. Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and director of undergraduate studies
Note(s): Students are required to submit the College Reading and Research Course Form. May be taken for P/F grading with consent of instructor. With prior approval, students who are majoring in Gender Studies may use this course to satisfy program requirements.

GNSE 29800-29900. BA Seminar; BA Essay.
GNSE 29800 and 29900 form a two-quarter sequence for seniors who are writing a BA essay.
GNSE 29800. B.A. Paper Seminar. 100 Units.
GNSE 29800 and 29900 form a two-quarter sequence for seniors who are writing a BA essay. This seminar provides students with the theoretical and methodological grounding in gender and sexuality studies needed to formulate a topic and conduct the independent research and writing of their BA essay. Prerequisite(s): Consent of instructor and program chairman Note(s): May be taken for P/F grading with consent of instructor. Instructor(s): Jennifer Wild Terms Offered: Autumn

GNSE 29900. BA Essay. 100 Units.
The purpose of this course is to assist students in the preparation of drafts of their BA essay. An approved GNSE course may be substituted. Terms Offered: Summer, Autumn, Winter, Spring Prerequisite(s): Consent of instructor and program chairman Note(s): Students are required to submit the College Reading and Research Course Form signed by the faculty BA essay reader.